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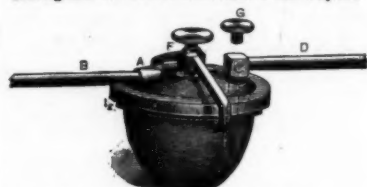
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The Home and the School.

If we look thoughtfully at the school we shall see that it is a branch of the home. This does not state the matter strongly enough either; it is a combination of homes and is a home itself. Among the barbarous races all the child knew he learned of his father and mother; fathers and mothers in the civilized races have their children meet at a common point to obtain the knowledge they cannot impart for want of time or ability; but they consider the teacher is merely doing what they would otherwise do. The school is doing the father's and mother's work, is doing what they believe the teacher can do better than they can. It is most important that this view of the school be kept steadily before the teacher if he would comprehend the school aright.

There has been for various reasons a great chasm created between the school and the teacher. Once the parents themselves looked at the candidate and in most cases knew of his parentage and bringing up and selected him for what deemed to them good reasons; the doctor and the clergyman asked questions to test his scholastic abilities. This method in New England finally eventuated in the "School Committee" method which still survives. Then came a period slowly along when the democratic idea must find expression in the selection of men who were to find a person to impart the knowledge apparently beyond the scope of the home.

The chasm has kept growing wider and wider; now in cities the parents do not see the teacher unless they visit the school and this is but rarely done. It would be of interest to know how many of the parents do visit the school; we do not here refer to closing exercises. Is it five per cent.? One principal of a grammar school in New York says it is not over that. The schools are now under a board of education, who are too busy to visit the schools and turn that business over to superintendents.

We have no hesitation in saying that we shall not have good schools until this chasm is closed up. The German plan of having the master live in the school building, or in a house adjoining, is a correct one. The removal of the principal and his assistants from the school at three o'clock P. M., not to appear in its vicinity until nine A. M. next day is against the inter-

ests of the homes; he belongs to the homes and should be where he could influence them. If the neighborhood is not high-toned enough for his residence another man than he is needed.

At last, the need of the parents to attain the great results expected from the school is beginning to be felt. The teacher has taught reading, writing, and ciphering, and yet the boys do not turn out as well as expected. The knowledge they have gained does not seem to have relation to their daily life, to their homes. The parents have long felt this, the teachers are now beginning to feel it. They are asking, How shall we correlate the school and the home? and this will soon be the burning question of the hour.

The home needs the teacher and he belongs to the home; his aim must be to advance the interests of the home. The school is too much in advance of the home, too far away from it. The teacher does not know enough of the home, and the home does not know enough of the teacher. Some have tried to have mothers' days, and have accomplished considerable even by that device. The school is not simply and solely a scholastic institute; it is humanitarian; it is for the good of the children. Just how to reach this end may not be plain to all. Prof. Love had the pupils bring in specimens of their work at home, once each month, and this served an excellent purpose. Let those who are working out this problem give the results of their experiments.

Puritanism and Modern Life.*

By Amory H. Bradford, D. D., Montclair, N. J.

The sleepy river flows as slowly by Delfshaven today as when two hundred and seventy-seven years ago a little company of English Christians prepared to embark on its waters as they started on the most memorable voyage ever sailed on any sea. The precise point of their departure cannot be identified. The river is lined with warehouses and factories, and neither tradition nor history speaks of the exact spot where the Speedwell anchored. But some things which preceded the embarkation are known, and among them that a day of fasting and prayer was observed, when John Robinson, with the inspiration of a prophet and the tenderness of a pastor, preached. At least one sentence in that sermon has become immortal. "And if God should reveal anything to us by any other instrument of His, to be as ready to receive it as ever we were to receive any truth by his ministry, for he was very confident the Lord had more

*Abstract of Convocation Sermon, University of Chicago.

truth and light yet to break forth out of His Holy Word."

The Pilgrim Fathers were all Puritans, and yet they were not bigots. Their eyes were open toward the future, but they did not forget the truths which had been forged in the fires of the Reformation. The sermon of John Robinson on that memorable day was an eloquent and solemn presentation of the principles of Puritanism; the principles which in England led to Hampden, Harry Vane, Cromwell, the Puritan Revolution; the principles which inspired the heroic souls who dared a winter voyage on the North Atlantic in a craft smaller than ocean yachts to-day; which led to the compact in the cabin of the Mayflower, to the Declaration of Independence, to the Union of States, and to all that distinguishes that which is best in American civilization.

The roots of the American republic are bedded deeply in the soil of Puritanism. For an American then to sneer at Puritanism is like a son desecrating the home in which he was born and the memory of the parents by whom he was trained.

There are four strong, clear principles which are the cornerstones of Puritanism: All men are responsible to God. All must have freedom of thought, but never liberty to believe error or to do wrong. The line separating right and wrong is an everlasting one; it is in the nature of things a part of the order of the universe. The whole people, since they have the same Father and the same King in the realm of spirit, have the same rights, spiritual, social, religious; and they can be and ought to be trusted.

These principles made the Puritan revolution in Great Britain a necessity and the American republic a possibility.

I. The Genesis of Puritanism.

There have been Puritans in all ages and among all religions. Moses, the prophets, the apostles, Luther, Calvin, all were Puritans. The Puritans have always been those who insisted that spirit is more than form and that character is more than ceremony. Historically, Puritanism began soon after the church in England under Henry the Eighth was separated from the Church of Rome. After the division the Church of England remained the same as before, except that the king was in the place of the pope. Men of lofty character insisted that it had not gone far enough, that the church should not only be separated from papal dictation, but from all those practices which were hostile to righteousness. From that time there were Puritans in name as well as in fact, but all were not separatists. There are Puritans in the Church of England to-day, as there were then. They came to this country with the Scotch-Irish, with the Pilgrims of Plymouth and the Puritans of Massachusetts Bay. They are making themselves felt now as clearly as two centuries ago. The nonconformist conscience in England is a new outburst of Puritanism; the municipal revival in the United States is another. Both are the insistence that the offices of the state are as holy as those of the church, and that no man ought to represent the state in any official position who is not pure in his character and unselfish in his aspirations and methods. Puritanism stands for reality; for character,

for clean living as a condition of public service; for recognition of responsibility to God; for the supremacy of the spirit.

II. What has been the effect of Puritanism on the world?

It purified the priesthood in Hebrew times and later made a John Calvin. It fought the Puritan revolution. It sent the Pilgrims to Plymouth. It made this nation a republic and has dominated the whole British Empire, so that the Union Jack stands for liberty quite as ample as that represented by the Stars and Stripes. Puritanism has always insisted on a high standard of character as a prerequisite to public service. It is a spirit that has always found expression in men and institutions. All that has been most beneficent and enduring in the political, social, literary, or religious life of the world for two hundred years has been either the expression of the Puritan spirit or from it has received inspiration. What does this modern world need? A revival of Puritanism. Nothing will give to the American people the realization of their ideals but the principles for which the Pilgrims stood, namely, that the people, and the whole people acting together, should always be trusted. Puritanism never asks where a man is born, what is his name or what is the color of his skin; but insists that the whole people are to be trusted, without regard to accidents of birth or wealth. When the people have a chance to speak their convictions they are seldom wrong. For instance, two great nations, after glaring at each other for more than a century, conclude that they have shaken fists long enough and that they had better clasp hands and prove themselves the brothers that they are in blood, in language, in history, in religion, and the people in both nations lift such a cry of gladness as has not been heard for a quarter of a century. This is the people's business, and they have a right to be heeded. But no; the machinery of government is straightway invoked that prejudice may rule and the people be humiliated and disgraced. Thus government of the people, for the people and by the people has failed almost before the echoes of Lincoln's oration have died away. The evils of the modern world demand that emphasis once more be strong and clear on the principles of Puritanism; the principles which have given us our right to be called a Christian nation; which have founded our colleges and established our school system.

The Puritan ideals will become realities and the American nation worthy to possess its privileges and possibilities only as we are loyal to the principles and the spirit which were the inspiration of our fathers. Our hope is not in Puritanism in its narrowness and with its bigotries, but in its larger spirit, which owns no authority but truth, which believes in righteousness and does right, and always and everywhere trusts the people.

"Provide each child with something to do the instant he enters the school-room, and keep him happy—with constant and varied occupation until the time for closing arrives. It is not too much to say, that very disorderly children can be changed, by degrees, into docile, attentive learners, if teachers will but persevere in giving them constant spells of brisk movement, alternating with plenty of interesting study. But it must be real work; not mere makeshift expedients for passing away time, broken up by continual do-nothing intervals, caused by the teacher's lack of administrative power."

The Forum.

This department is intended for the free discussion of educational questions and often views may be expressed in the letters which THE SCHOOL JOURNAL cannot indorse, but which are thought-provoking and interesting enough to be worth the space they take up.

Number Without Ratio.

By James A. MacLellan, Toronto.

Dr. E. E. White's views upon number and number teaching, as set forth in his article in the "Intelligence," (Oct. 1st) from which an extract appears in *The School Journal* of Nov. 13th, should not, I think, be allowed to pass unchallenged. The article furnishes one more illustration of the tendency, even among clever men, to "correct" one pedagogical error by rushing headlong into the opposite extreme. The old fallacy is again to the front; that of identifying the abuse in the application of a principle with the principle itself. Dr. White's main purpose seems to be a reasonable one; namely, to protest against "forcing the idea of ratio into early numerical processes." But in advancing opinions, or facts, as he prefers to call them, in support of his protest, he has favored us with a rehash of obsolete opinions as to the nature of number; and has, in fact, swung from one extreme, in which number is taught from the beginning as pure ratio, to the other extreme, "number without ratio."

No careful student of the psychology of number as basis of method in arithmetic can fail to see that, though it may be a "pedagogical error" to begin number teaching with number as pure ratio, it is an infinitely more mischievous error to begin with number as entirely without ratio—as having nothing to do with measurement. There is neither time nor space to attend to all Dr. White's curious statements and inferences. A few fundamental errors may be noted, of which the rest are plainly consequences:

1. He seems to regard number as a mere sense fact; something directly given in simple perception. "Nature occasions ideas of number by presenting to the mind one, and more than one, (many) objects." "Nature presents to the mind groups of objects to be numbered, and thus teaches number; and the number thus learned is a collection of ones, etc." This means that number is a collection of objects, and is impressed upon the mind by simple sense presentation; there is a teacher, "nature"; there is the presence of sense-objects; there is a passive mind; there is a resulting idea of number. This doctrine that number is got directly from things is a "pedagogical error" of the first magnitude in his treatment of number; and it may be added that the practical application of the fallacy thus endorsed by Dr. White has for generations been the bane of primary number teaching.

According to this doctrine, number is a thing, or a property of a thing, or a mere symbol, or at most a perception. There is not the faintest idea of measurement; i. e., of the process by which the mind passes, through discrimination of parts, from a vague whole of quantity to a definite whole. In his statement concerning the nature of number, number is a mere sense fact

taught by mythic "nature"; in his suggestions concerning methods in arithmetic, number is a mere symbol, and the arithmetical operations are degraded to the mechanical manipulation of empty symbols. He has done his best to put new life into the method of sense-facts, and the method of symbols—dull, mechanical interest-killing methods which fruitlessly exhaust the energy of the teacher, and fill the pupil with detestation of the subject.

Now, Dr. White, or even the humblest teacher in America, can easily prove that number is not a sense-fact, not given in perception. I owe Dr. White \$10; I place a pile of 25-cent pieces before him, and say, "Here is the \$10 I owe you." He has a clear perception of what is before him; but not a perception of how much (how many pieces of) money is before him. I go further. I let him bring all his senses to bear upon the pieces. He shall feel them, press them, sound them, etc.—ascertain in short, that they are what they appear to be, and not counterfeits of any sort. He has a full and adequate perception of what the things are; but, once more, he does not yet know how many there are. To get this knowledge, he has to break up the heap of coins into groups, to note the number in each group, to relate the groups, to recognize that these counted groups are identical with the whole. In other words, he has to apply the one universal mental activity, analysis-synthesis, to the quantity before him. This is true of Dr. White's boy with the cherries, and of any illustration whatever of valuation of quantity. If Dr. White has discovered a new law of mind by which the synthetic-analytic activity can be dispensed with, and will kindly publish his discovery, he will confer a rich boon upon the world, and especially upon the world of worried and wearied teachers.

2. This fundamental error accounts for Dr. White's strange doctrine of number without ratio. "Numbers do not involve the idea of ratio"; number, even as the term is generally implied in mathematics, is not ratio. I might quote Newton, Euler, LaPlace, and a host of living mathematicians against the last assertion; but let that pass. My purpose is to show that number, as the basis of arithmetic, does involve the idea of ratio; that, as Dr. Harris says, "each and every number is an implied ratio." Dr. White says, "The idea of number that is first in the mind of the child, as well as in the mind of the race, answers the question how many? This first idea of number in the mind is a collection of ones." This means that the mere presence of a multiplicity of objects is sufficient to "occasion" the idea of number. But what is meant by the question, "How many?" As it stands, neither the child, nor the race, nor Dr. White himself can answer it. The question can have no meaning, except with limitations in which the idea of ratio is necessarily implied. To have any meaning, the question must be limited in this way: How many of this (thing)? and this question must in turn be still further limited: How many of this (thing) in the whole of things, now presented? That is, the number process involves three factors: (1) Some vague, how much? to be made definite, or, in the earlier stages, less vague. (2) The discriminating of the parts in this whole. (3) The determination of the how many? of these parts which make up the whole.

Stated in other terms, the process implies, first, something which is to be measured (defined); the whole or group under consideration; secondly, a unit which measures the whole—this use in measuring or quantitatively defining, being what distinguishes a numerical unit from mere unities, the “ones” of Dr. White; thirdly, the process of repeating this unit, determining the how many of it, to equal or define the whole. The mere breaking into parts is not enough; the parts must be unified; each part must be thought of in relation to the other parts, and to the whole. There must be counting; that is, an ordered series or sequence in which each member of the series has reference to those before it. This means,—as the late Prof. Cayley long ago pointed out,—that the ordinal element is an essential factor in the number idea. If this rational process does not take place, there is nothing but number names, and a “collection” of isolated parts; there is no idea of number in any mathematical or psychological sense of the word—nothing but an undefined notion of a multiplicity of resembling things which is but the germ of number.

The difference, and the difference is fundamental in the number process, between a lot of physically distinct things—Dr. White’s creative “ones,” and a group of counted things is that the former are not the latter are taken as related parts of a whole, as members of a group. This process necessarily involves the idea of ratio. For instance, when the child first gives attention to his hand, he does not perceive it as a whole of parts; it is a vague unity to him. If he attends to any finger, this is equally a vague or undefined whole; but as he grows in intelligence, there is developed the idea of the hand as a whole of parts, and of parts making the whole. Each part is now considered as one of the several parts making up the whole; it is thought of in its connection with the other parts, and with the whole. Now, and only now, is it (the finger) a unit—a part used to construct a larger whole of the same kind—and not a mere unity, not a mere one among a lot of unrelated “ones.” When he counts three, he must remember of the two that go before in the series; that is, he must be conscious that what in counting is called “three” is the third in the series of related acts; in other words, that there is one “taken” three times. Here the idea of ratio is necessarily involved. If he has not this idea of three related acts, there is no rational counting, and there is no real idea of the number three. Again, in this counting process—once more not the mere naming of numbers—he has at least a vague awareness that he has taken one of the whole, two of the whole, three of the whole, etc.; and this is implicit ratio, all but ready, indeed, to become explicit in the fraction forms, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{3}$, etc.

The distinction between a unity and a unit—which Dr. White’s fundamental “pedagogical error” totally ignores—is an essential factor in all rational number teaching. Any object, or group of objects, attended to is made a unity by the very act of attention. So each of the objects in a group becomes itself a unity when it is made the object of attention. But it is not a unit. It becomes a unit, a numerical thing, only when brought into relation with similar or equal things in the presented whole. Listen to Dr. Dewey on this important point: “The conscious recognition of this direc-

tion (between unity and unit), or the unconscious acting upon it, makes the difference between a right and a wrong method in beginning the study of number. According to the way in which the mind naturally works, every unit is always one factor in the composition of a qualitative whole, or one of the elements into which a whole is divided. Any true method of instruction will recognize this method of mind.” The absence of this distinction is the fundamental weakness in the Grube method; the ignoring of this distinction is the marked feature in Dr. White’s method. How, then, can Dr. White consistently attack the Grube method?

Dr. White’s severe remarks upon “Analytical Reasoning,” and its injury to pupils, on the marvelous, but mischievous results of the “mental-arithmetic” drill, and the evil effects of the “Grube grind,” and the probable paralysis “from an early forcing of the ratio idea” upon tender minds, seem to me to be largely irrelevant. They tell against the abuse of a principle, and not against the principle itself. I thoroughly agree with his timely suggestion, that in the first three or four years of the pupil’s school life a fair mastery of the “ground rules” should be acquired; but I repel the idea, that in attaining such mastery, reason is to have no place. I have with him a horror of too much analysis, and of the verbiage which too often accompanies it. But I am not going to repress entirely the eternal why and wherefore that knock for answer at the heart of every child. The child is not in peril of “arrested development” from a common-sense use of “because” and “therefore.” Said a little three-year-old the other day, coming in to his mother, with a sad face, “Tan’t (can’t) die now.” Why not, dear? “Tan’t do (go) to heaven.” Why not? “Been bad.” What have you done? “Hit Susie.” Here is a bit of reasoning from given data, in which Aristotle himself could find no flaw. The fact is, that while there is a hunger of the senses, which must be satisfied, there is also a hunger of Something behind the senses which must be duly gratified. I shall therefore neither starve the senses by withholding a food supply of sense-materials, nor paralyze this divine “Something” by forbidding acquaintance with “Madam How and Lady Why.”

P. S.—Since the foregoing was written, I have seen Dr. White’s second article in “Intelligence.” In it he totally misrepresents the doctrine of McLellan and Dewey’s “Psychology of Number,” as well as the method of primary number teaching, therein recommended. The book does not state that number begins with the pure ratio idea, or recommend that in primary teaching the idea of pure ratio should be forced to the front. Either Dr. White has not carefully read the “Psychology of Number,” or his pre-established number-habit unfits him for understanding it. His candor can be vindicated only at the expense of his intelligence. The most curious thing in this second article is his quotation from Dr. Biermann, in support of his “no-ratio” opinion. In reality, Biermann’s view is in perfect harmony with the foregoing ideas, as I shall show later. It is enough now to say that (among other matters) he examines the conditions which make $a = b$, and therefore $b = a$.

Will Dr. White show that there is no explicit or implicit ratio in this?

"Some Aspects of Drawing."

By John S. Clark.

Mr. O'Shea's interesting article on "Some Aspects of Drawing" in the "Educational Review" for Oct., '97, does much needed service by its emphasis on the need of thoughtful, conscientious work by children themselves. In these days of talk about freedom, spontaneity, and individuality, the danger is, that children will be left so completely to their own undirected fancies and impulses as to make sad waste of some chances for needful growth. Mr. O'Shea's attitude in regard to this matter is eminently sensible, and ought to be helpful. The whole article is in the main so admirable, as far as it goes, that I feel impelled to indicate the directions in which it falls short; for the more clearly and attractively an incomplete statement about drawing is expressed, the more likelihood there is that the incomplete statement will be accepted as complete.

Mr. O'Shea's idea of drawing limits the subject to mere delineation of facts seen or imagined, a means of recording what is found in objects by lines, instead of by words. He does not take into sufficient consideration the larger part that drawing plays in art, nor the part that art (the highest expression and test of individuality) plays in education, in social life, and in the growth of civilization.

And what is art? It is not simply pictures, nor the drawing and painting of pictures. Architecture and industrial construction are phases of art. Decoration is a phase of art. Everything created by man to meet a need or express a thought is itself a work of art; and drawing is the well-nigh universal language of the manual arts. The teaching of drawing in elementary schools is therefore practically the teaching of the universal language of creative activity, the language in which man's creative works of social serviceableness and spiritual helpfulness first take shape out of the invisible silence of mind.

Now the act or process of drawing, seen in this perspective of ultimate application, takes on aspects widely different from those presented in "The Review" article to which I referred, and immensely more important. If the author had chosen to allow his thought a wider range, if he had considered drawing, not alone as a mode of motor activity practiced by children, in connection with their observation of natural environment, but also and pre-eminently as a language to be used in the service of the creative powers of the mind dealing with material things, I believe he would have thrown a much stronger light upon the value of drawing, even in his own limited field of exposition.

Let me quote his own words. Mr. O'Shea says:

"When we consider the mechanics of drawing, we have nothing essentially different, in respect of the mode of acquisition, from the mechanics of writing, or of speech."

Let us consider this statement in the light of physiology. And first the mechanics of speech:

a. In learning to talk, the child is concerned on the one side with a variety of sense-impressions, which he makes over into a variety of thoughts, and, on the other side, with a certain socially-accepted range of single and combined sounds, representing these thoughts, which he must learn to produce promptly and fairly correctly, in order to make his thought intelligible to others. The auditory sense is the one chiefly concerned in the actual process of speech, though of course all the senses may give him material for the thought he expressed through speech. Observe that the tools with which he worked, when using speech as a means of expression, are portions of his own body—chiefly the larynx, the tongue, and the lips. These are in close proximity to and in intimate connection with the thought-producing regions of the brain. So close is this connection that inborn instinct enables a child to make a beginning in vocalization, without either example or precept to aid him. Nature gives him all the ne-

cessary means to work with, and fairly forces him to use them. It is seldom a task for a child to learn to talk, after a simple, intelligible fashion. He picks up the art of speech, partly by obedience to informal instruction at home, and more by mere undirected imitation of the speech of others, until he comes to have a fair working command of it. From that point onward technical training of the child's powers develops them through vocal culture, singing, oratory, and the dramatic arts.

To reach any considerable degree of technical excellence in such artistic development of his natural powers, he must accept a vast deal of help from those already skilled in technique. Quality of execution is an element of prime importance; and genuine excellence in music or the drama is almost never attainable without the most faithful study of what others already know. In order to have anything worth giving to others, one must first appreciatively receive from others.

b. When the child comes to writing, the case is widely different as to the mechanical processes involved. Here again he is concerned with sense impressions, and with thoughts demanding expression, but the mode of expression offered to him is that of producing on paper a series of purely arbitrary marks symbolic of the words that would stand for his thoughts. The child has in the first place to use certain special areas of his own brain to bring into properly related action the afferent and efferent nerves running through arm and hand to the ends of the fingers; in the second place he has to learn to control the movement of tools and material exterior to his hands, in order to secure the desired result in the shape of script character. Written characters or letters can be produced only by direct imitation of another person's copy. The power to make them is not at all instinctive. The child has no inborn power to write Oh, though he does have an instinctive power to say it. When he begins to write he has to acquire by pure imitation, conscious and voluntary, the necessary power to control his own muscles, and manipulate the various external materials, pencils, pens, ink, and paper. The task of learning to write is, therefore, far more complicated than that of learning to speak. There is, however, one fact about writing or penmanship which makes it simpler than speech from one point of view, though so much more complicated from another point of view:—granting that a given specimen of penmanship is good enough to be read at all, i. e., granting that its rendering of the conventional symbols lets the thought show intelligibly, the quality of the penmanship beyond the point of bare legibility does not in any manner or degree bear upon the expression of the thought itself. So long as Horace Greeley's scrawls could be read at all, they expressed every subtle shade of his thought just as perfectly as the most exquisite copperplate could have expressed it. Technical perfection of form in penmanship gives a certain sort of pleasure to the eye, but it is a pleasure usually having no bearing whatever on the mental pleasure afforded by the thought itself. The technique of penmanship does not develop into anything essentially higher or more significant than it was at the start. The mechanics of writing remain simply mechanics to the end.

Writing, in this humble capacity, is, however, essential to a certain most important line of artistic development, that of literature. It is no wise necessary to write a great poem in script characters at all different from those used for a memorandum of needed groceries, yet, the great poem, or the history, or the book of science, or travel, or philosophy must be written,* in order to secure a permanent existence. So the ability to produce and to read written characters absolutely must be cultivated, in order to have power of either production, or appreciation in literature.

*The type-writing machine, the type-setting machine, and the printing press are practically only extensions of the human hand, mechanical improvements and conveniences for rapid and manifold "writing."

c. When the child's task is learning to draw, the case is again widely different, mechanically, from learning to speak or to write, and immensely more complicated than either. A complication is added that is both psychological and physiological in character:

To a certain limited extent, the process of drawing may indeed be regarded as analogous to that of writing. The senses of sight and touch (or grasp) are both concerned in the process of either writing or drawing, and in both drawing and writing the child has to acquire control over both certain muscles of his own body and certain tools and materials exterior to himself. * Considered as the mechanics of thought expression, writing is a much simpler task than drawing. In writing, one has practically only a fixed, small number of arbitrary shapes, to be reproduced over and over again (sixty-two shapes, let us say, if he learns to write the alphabet in small letters and capitals, and adds the Arabic numerals). All through life one's writing is tolerably certain to call for nothing other or more than varying combinations of these sixty-two shapes; and even these, as we have already observed, serve their essential purpose of thought expression just as well if made with little technical skill as if made with a high degree of technical skill.

But think how much more is required in drawing! In the first place, looking at the subject from the most evident, commonplace standpoint, the number of different lines and shapes which circumstances may require the hand to produce by drawing is practically limitless. In the second place, the art principles underlying good drawing, and the detailed technique of drawing are immensely important considerations.

There are in art, as in music and literature, certain great, everlasting principles of procedure whose recognition gives a work essential character and worth whose neglect make a work cheap and ephemeral. And again it is upon the manner of execution, (the quality of the line) that fullness and perfectness of expression in drawing largely depend. The quality of the line in drawing must have infinite possibilities of variation to express the whole range of human thought and feeling about whatever comes within the range of observation or imagination.

As we have already seen, the technique of writing is easily perfectable. The mechanical process of writing soon reaches the point of automatism, for the very reason that there is so little involved in it. In drawing, as an art language, it is never possible for the process to reduce itself to mere automatism, for the very reason that drawing is an activity which belongs much higher up in the spiritual scale than penmanship. So long as the process of drawing includes any serious effort after technical excellence, the practice of it must bring ever-developing power for social serviceableness.

The analogy between the mechanics of speaking, writing, and drawing is very brief and imperfect. These processes are not parallel for any great distance. It is only when we consider their ultimate applications in art in one or another phase, that we find an analogy between them of any considerable importance from the educational point of view; and this analogy with drawing in art is much more evident in the case of voice culture in music, oratory, and the drama than in the case of the mechanics of writing, as utilized in the service of literature. The human voice has infinite subtleties of quality and expression which elucidate the finest shades of thought, and may even enhance the original value of

the thought; so line and color have also infinite subtleties of quality and expression which bring out the intrinsic value of the fundamental thought, or may even multiply the original value a hundred fold.

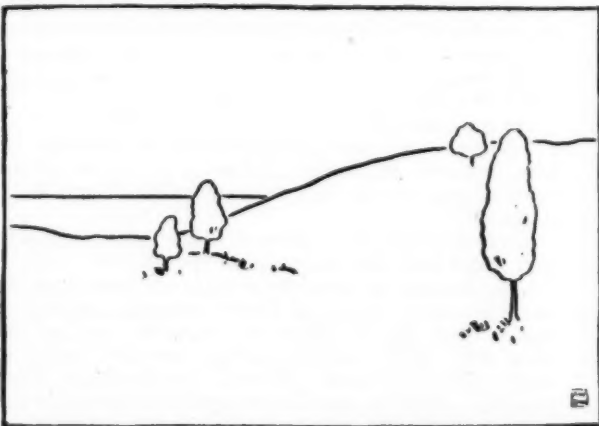
Now the ultimate application of the voice in the arts of music and the drama is something recognized without question. The ultimate application of writing in the arts of literature is recognized with even greater promptness and cordiality. But the ultimate application of drawing in all the great manual arts, in industrial construction, in architecture, in decoration of every sort, and in picture making of every sort from the newspaper illustration to the painter's masterpiece, —this ultimate application of quality in drawing is too often forgotten, or practically ignored, and so drawing itself comes to be misunderstood and misprized. It is too often briefly relegated to the rank of mere mechanical processes, and counted on a par with simple penmanship.

Thus Mr. O'Shea's fundamental assumption of a complete parallelism between the mechanics of writing and drawing not only falls to pieces, but it also necessitates his leaving out of account the larger part of the true province of drawing. Let us explore that province, and see what it includes which was not taken into account in Mr. O'Shea's presentation.

Mr. O'Shea defines drawing to be "the process of portraying to another what the eye, unaided, of the draughtsman sees."

Now this is plainly inadequate to the real truth about drawing in its applications in any one of the three great departments of art. First, let us look at the department of representation, or pictorial art, in which drawing is the main element:

The fact is, that in pictorial drawing a great many things have to be considered and eliminated, or considered and expressed besides the actual facts taken in from the object by the draughtsman's eye. * The whole matter of pictorial composition lies outside the range of Mr. O'Shea's definition of drawing, as above quoted. I mean by pictorial composition the planning and arranging of the parts of a picture so that its lines and spaces shall make the most harmoniously expressed whole. For example, here is the simplest sort of landscape sketch in outline, reproduced from a drawing by Arthur Dow. Into such a sketch there goes not only observation of the actual, visible contours of hillside and trees, but also:



a. Choice of a particular standpoint from which the forms seen will be seen in agreeable relations to each other. A standpoint farther to the right would have

* The physiological experiences involved in drawing, exercises portions of the brain that are little concerned with the activities of speaking and writing and vice versa. The practical experience of surgeons operating upon human brain tissue in the effort to remedy disorders of the motor functions, seems to point unmistakably to the existence of a system of cerebral localization, not yet completely determined. The curious in such matters can find some interesting diagrams and explanations of these practical subdivisions of labor in the brain, by referring to an article on *Cerebral localization in its practical relations*, by Dr. Charles R. Mills, of Philadelphia, published in the report of the Transactions of the Congress of American Physicians and Surgeons, held at Washington in 1889. Henry Calderwood's *Relations of Mind and Brain* also gives some very interesting acts regarding the localization of functions; and Bastian's *Brain as an Organ of Mind* makes valuable statements in this same line.

* The master of line is next door to being a magician. La Farge, in his admirable volume of *Considerations on Painting*, says:

"When I look at the brush mark of a Japanese painter, which is but a sweep of India ink, it may have for me modeling, colour, air, texture, the sense of weather, of wet, heat or windy cold,—a feeling of reticence or of fullness of detail. Between his few lines I will feel the water of the rushing waterfall or the wet surfaces of the rice fields. The black checked line of Rembrandt will give me a far spreading horizon, not in the direction of his line, but running to it. A few scratches of his will make the earth sink or rise, remain solid or be covered with water: no longer, in fact, be ink and paper, but light and air and shadow and varying form."

brought the near tree in a line with the distant one and spoiled the effect. A standpoint farther to the left would have made the two trees in the left half of the picture appear to run awkwardly together. A position lower down on the hillside would have sacrificed the glimpse of the water. A position much higher would have sacrificed one or more of the very effective trees, and would have flattened the line of the more distant hill, which now has so beautiful an outline partly against the water and partly against the sky, serving as a graceful mediation between the horizontals and the verticals in the sketch.

b. Feeling for balance of lines, spaces, and masses. In the sketch referred to each line that was drawn had an influence in determining the desirable location of all succeeding lines. The massing of lines in the left half of the picture (as called for in the horizon, the curve of the bank, the two small trees, and the hints of grass about them), makes the eye ask for some compensating accent in the right side of the picture. Experiment by laying a scrap of white paper on the page to cover the large tree, the hint of grass around it, and the decorative blot of Mr. Dow's signature, and you feel a difference at once; the effect is much less pleasing. The eye needs something to rest on here, both as a matter of harmony, and as a pictorial hint of the pasture-plant-life, helping make the white paper beyond it suggest to the imagination a rolling surface of grassy ground.

c. Planning of the whole composition to suit the conditions of working space. Sometimes one starts with a picture idea, and shapes his working space (on paper or canvas) to correspond. Sometimes he has an already determined space allotted him, in which to plan his composition.* Experiment again with the printed sketch, laying a card over all but the left hand third of the picture. Evidently the composition of this left hand third, though so beautiful as it now stands, would have been most awkward in a vertical oblong by itself. The right hand third of the picture would, on the contrary, be a very good composition for a vertical oblong space about twice as deep as broad.

These considerations can be barely hinted at in a brief article like this; but their importance is clear as soon as one comes to think of them seriously. The mastery of line in its artistic character has to be added or wedded to the mastery of line as a simple expression of observed contours. And this is not something which children can drop into instinctively. It is something not to be got ready made out of nature. It comes only through human effort and human intercourse.**

But it has already been said that pictures and picture making are not the whole of art. They are not the one and only end toward which art education should lead children's individual powers. Construction and decoration are quite as important as representation. I have already touched upon some of the essential considerations of decoration, when speaking of harmonies of line and space in connection with simple landscape composition. Decoration is pre-eminently creative in character. Decorative drawing could never be described as the process of portraying precisely what the unaided eye sees; it is a process of externalizing creative fancies and feelings, giving to these "airy nothings" a local form and application which they never had previous to this expression. Here again training in the technique of decorative drawing is absolutely essential

in order that thought may find complete expression. A person whose command of drawing is limited to the bare delineation of what he sees with his physical eyes is as helpless when he wants to express a noble thought or a beautiful fancy as a person whose knowledge of a spoken language extends only to the bare formulæ of the table and the railroad station. It is something to be able to say in a foreign tongue, "Please pass the sugar," but that does not go far when one wishes to express an idea about the day's duties or the world's joys. Training in the art of expression is absolutely essential, in order to reach above the dullest commonplace. Max Müller's problem, whether there can be conscious thought without words, may be open to discussion; but there can be no speech without words; no writing without words. There can be no art without mastery of the technique of drawing.

Besides representative art and decorative art we have constructive art—in some respects, the most significant of all, being, from the social point of view, the most broadly fundamental. And drawing is the general language of construction, as it is of representation and decoration. Now what Mr. O'Shea says of the use of types in form study and constructive drawing limits again far too narrowly both the form study and the constructive drawing. Mr. O'Shea very reasonably suggests that objects closely approximating to ideal or typical form answer very well in the nature study of the lowest grades, or purposes of form-comparison; that, for instance, a child, when studying apples, might, for the sake of clearness of form-concept, compare apples with the more nearly spheric oranges. So far, so good; but the observation of natural objects which the child is to talk about, write about, or sketch about is not all there is to form study in its relation to art and drawing, the language of art. Form study, and the use of types in form study have a pre-eminently important bearing on the arts of construction. The sphere, as it figures in the mechanic arts (for example, in the ball-bearings of a school boy's bicycle), is by no means satisfactorily typified in an orange. The notion of absolute spheric form needs for its perfecting in the mind the observation of some nearly perfect embodiment of the idea. Take another instance: The visible contours of a lemon, a potato, or a watermelon might have a good enough notion of the shape called an ellipse, to serve as a basis of comparison with the oval contours of birds' eggs, acorns, pears, etc. But in engineering and architecture, curves as exact as those obtainable from conic sections must be the type and standard. The constructive drawings made by school children are necessarily very simple in character, but, to be of educational value, the thought they express must be thought of exact forms. And to be of the best educational value, it should not be limited, as Mr. O'Shea implies, to the diagramming of models and objects already presented before the eyes for analysis. Mr. O'Shea says: "Constructive and mechanical drawing—develop in an especial manner the power of careful scrutiny by the eye, and the portrayal of what is seen, and nothing more." But this statement is far from the fact. Even in the making of a constructive drawing direct from a model or object, the school boy engaged in quite elementary exercises has to put down more than what he sees. He often has to set down invisible edges, in order to make his graphic statement of the form complete. He often draws sectional views of models and objects which are not, in fact, cut in two for his inspection, but which he intersects with his imagination and judgment, instead of with knife or saw. Indeed a large part of the educational value of constructive drawing lies in this very fact that it makes a direct, definite demand on the imagination, not by pushing it off into all creation for a desultory flight, but setting it a definite task and requiring definite expression of its results, that its clearness and precision may be actually tried and proven.

* It will be remembered that the greater part of the famous mural paintings by the old masters were composed subject to strict conditions of space. All decorative work whether it is pictorial or conventionally ornamental in detail has to meet given conditions of space.

** "If you think that the Japanese manner of running a brush full of ink on paper or silk is a short way—try it. In their schools they give many years, a length of time which would appall your young Western minds,—light years, perhaps—to get an adequate representation of the touch which characterizes the school. And, indeed, it might happen with them that one might hear what I have heard. So and so of a couple of hundred years ago can no more be copied. The last man is dead who had the secret transmitted to him through all this time and cultivated by him all his life. So that it is not to be hoped that any one will begin it all over again in Japan."—J. La Farge in *Considerations on Painting*.

Still further, constructive drawing, as taught in the best elementary schools, includes more or less of purely creative work for the imagination. This comes through exercises where simple objects not present at all in the school-room are mentally planned or designed by the pupils, their mental concepts being expressed by constructive drawings (still later, in some cases, by actual making of the objects in suitable material, the drawings being used as guides).

Again for this sort of drawing, technical training is absolutely essential, if a pupil is to go beyond the merest ABC of his art. There are certain accepted conventions of constructive drawing that cannot be successfully ignored or replaced any more than the fundamental accepted idioms of one's spoken language can be ignored or replaced. There absolutely must be instruction in the how to do it; that is, on the art side of the work.

Let me once more repeat: Drawing is not merely a process of portraying the shapes of objects seen. It is a means of expressing the deepest thoughts, the most exquisite feelings, and the most practically serviceable conceptions of men. It is pre-eminently *the* means developed through ages of developing civilization, for transforming dead, inert materials into eloquent messengers between mind and mind, into stepping-stones of human advancement by which the whole race gradually climbs up higher. In reaching toward this ideal development, both quality of thought and quality of technical execution play most important parts. Thought alone will not bring drawing up to the dignity of art. Technique alone cannot bring drawing up to the dignity of art. In original work crudity of thought makes brilliant expression cheap, and crudity of technique reacts to smother the very idea which invited to effort. Conscious imperfection on the technical side, if excessive, not merely obscures, but actually discourages original thought.

Of course I do not understand Mr. O'Shea to deny the necessity of technical training. He does state emphatically that he believes in this necessity. My point is this: If Mr. O'Shea, limiting the scope of drawing, as he does to the mere portrayal of precisely what the eye sees of an object's form, feels that children need help in their effort after a satisfactory quality of expression, how much more vital does this granted need of help appear, when we look at drawing in its true aspect as the universal language of industrial art and fine art?

Instruction in drawing carried on in the spirit and name of the arts to which drawing belongs naturally equips the child with the power to use drawing freely, and to good purpose in all the simple, prosaic affairs where he needs to "portray to another what the eye, unaided, of the draughtsman sees." But if the instruction is undertaken under the theory that bare imitation of observed contours of things is all drawing is good for, be sure its path will never lead the child out and un into the art world that waits for him to share and give.

I believe the time is coming when educators will see this truth clearly, and act upon it vigorously.

When once the arts of man are seen to be the visible structure of all social civilization, and the tangible means of the growth of civilization, the means, so to speak, whereby men pull themselves and their fellows up toward higher levels of living, then our much-talked-of concentration and correlation in education will take on new aspects. Educators will act on the truth, that the child must live with, for, and by other people; that he should be enabled to get all the good possible out of the best work done by his fellows, and give in return all the good possible through his own work. And that means that the arts of man will be made the focus of educational effort. Around the arts all the subjects taught in the schools will naturally group themselves. The true point of concentration will be found at last. The true correlation of the elements making up a child's education will then take care of itself.

Big Lies for Little Folks.

BY WILL SCOTT.

In the olden time, the biographer endowed his hero with superhuman wisdom and all the virtues of the fabled gods. The fictitious achievements of the mighty So-and-So were recorded in heroic hyperbole, unhampered by truth. The great were deified, and literature teemed with demi-gods and prodigies.

Nor have the spirit of exaggeration and the love of the marvelous become extinct. Here, for instance, is an extract from a biography of John Fiske, published by a well-known house and intended especially for public schools:

"His actual scholastic preparation for college may be said to have begun when he was six years old. At seven he was reading Caesar, and had read Rollin, Josephus, and Goldsmith's Greece. Before he was eight he had read the whole of Shakespeare and a good deal of Milton, Bunyan, and Pope. He began Greek at nine. By eleven he had read Gibbon, Robertson, and Prescott, and most of Froissart, and at the same age, wrote from memory a chronological table from B. C. 1,000 to A. D. 1820;" and so on until he was sixteen, when he had read everything under the sun and had learned everything that mortal man ever knew or ever can know.

The biographer fails to mention when Mr. Fiske learned such common things as spelling, grammar, arithmetic, and geography. Did he master these before the age of six, or did they come to him in his dreams? If he had mastered orthography at the age of one, added grammar at the age of two, and so on, completing the common branches at six, then devouring science and languages ancient and modern in quick succession, his performance is, indeed, unsurpassed in fiction or fable, except by the infantile achievements of Horace Greeley, of whom a popular school history says:

"At two years of age, he began to study the newspapers given him for amusement, and at four could read anything placed before him. At six, he was able to spell any word in the English language, was somewhat versed in geography and arithmetic and had read the entire 'Bible.'"

Now, if Greeley, who could spell better at six than Noah Webster ever could, who could read before he could walk, and who had finished the Bible about the time ordinary children begin the first reader—if this miraculous prodigy failed even to be elected president what chance is there for the average boy, who is unable, at 16 years of age, to do what Greeley did almost as soon as he was born?

Fables are harmless when there is a tacit understanding that the children shall only pretend to believe; but when we teach fable as fact, the child is deceived, and discouraged by contrasting himself with the fabulous children of books, and when finally he sees the deception, he distrusts all teaching and regards with contempt both teacher and books that put forth big lies for little folk in the clothing of truth.

Johnstown, Pa.

Holiday Tour via Pennsylvania Railroad.

On December 28 the Pennsylvania Railroad Company will run the first of a new series of Personally-Conducted Tours to Old Point Comfort and Washington. The party will travel by the Cape Charles Route to Old Point Comfort, where one day will be spent; thence by boat up the Potomac to Washington, spending two days at that point. Round-trip rate, including transportation, meals en route, transfers, hotel accommodations, berth on steamer, and all necessary expenses, \$22.50 from New York; \$21.00 from Trenton; \$19.50 from Philadelphia. Proportionate rates from other points. At a slight additional expense tourists can extend the trip to Virginia Beach, with accommodations at the Princess Anne Hotel.

Tickets to Old Point Comfort only, including one and three-fourths days' board at that place, and good to return direct by regular trains within six days, will be sold in connection with this tour at rate of \$16.00 from New York, \$15.00 from Trenton, \$14.00 from Philadelphia, and proportionate rates from other points.

Holiday Tour via Pennsylvania Railroad.

December 28 is the date selected for the Personally-Conducted Holiday Tour of the Pennsylvania Railroad to Washington. This tour will cover a period of three days, affording ample time to visit all the principal points of interest at the National Capital, including the new Congressional Library. Round-trip rate, covering all necessary expenses for the entire time absent, transportation, hotel accommodations, guides, &c., \$14.50 from New York, \$13.30 from Trenton, and \$11.50 from Philadelphia. Proportionate rates from other points. Persons who desire may return by way of Gettysburg, and spend two days at that point, by purchasing tickets at \$2.00 additional, which include this privilege.

SPECIAL TEACHERS TOUR.

A special teachers' tour, identical with the above, will be run on the same date. Tickets for this tour, covering all necessary expenses, including accommodations at the National Hotel, Willards Hotel, or the Hotel Regent, \$2.00 less than rates quoted above.

For itineraries and full information apply to Ticket Agents; Tourist Agent, 1106 Broadway, New York; or address Geo. W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia.

The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING DECEMBER 11, 1897.

Ten years ago very many school officials recommended the use of the newspaper in the school-room; but a serious change has taken place. *The Journal* has always objected to the use of the newspaper in the school-room, on the ground that a large part of the news contained in it is of injurious import to tender minds unaccustomed as yet to the fact that evil is abroad in the world—a fact adults have necessarily been obliged to admit. It would be far, far better if adults did not read of the murders, burglaries, suicides, divorces, and scandals that appear in the daily papers. Of late years, in America, there has been a wonderful depression of newspaper standards; one of the worst influences of the day is found in certain kinds of journalism.

The really able teacher contrives to keep his pupils' minds thinking on school, school, school; he contrives to make that the central object of thought. What they do, what others do, what the teacher does and says become the all-important things of their lives. His pupils cannot bear to miss a day; they want to be there and see what is going on; they live in the doings and sayings of the school world. The pupils of such a teacher acquire power to act on each other and this adds to the attraction of the school; there is action and reaction among the pupils; it is not all done by the teacher. To explain this one must say there is a mysterious Art in teaching.

This is the day for theorizing upon ways in which the world could be made better. One school declares the trouble to be that only a few get enough out of the world; another that the trouble exists in man himself; remove this, they say, and the possession of the world's goods will follow. The teacher proposes to remove ignorance; this is only a partial cure. If only the children of one generation could be properly trained! How can we make the parents better qualified to train their children? This may seem beyond the sphere of the teacher's labors, but we believe this is the next step to be taken.

The editors in perusing the pages of their contemporaries are apt to light on articles that have strangely familiar sentiments; sometimes at the end the words *School Journal* will be seen and thus it is explained. But in many cases a great deal of material is used and no indication of the source is given and, this material has cost us no end of labor. The "Educational News" of Philadelphia, in its Dec. 4 issue, fills up one and a half columns, page 662; a half column, page 663, with a recasting of ours; a half column, page 665, with a quotation of ours; a half column, page 666, with items we had gathered; a half column, page 667, which we had direct from Dr. Mowry who is not superintendent of the Salem schools, though he formerly did honor to that position.

Now we object to this somewhat flattering use of our materials. The "News" is not the only paper that employs our materials; reference to them will duly appear for we object to this method of reaping the crops we have sown with so much care and expense.

Objections to the Teaching of Number as Ratio.

Dr. Emerson E. White continues to denounce the teaching of number, from the first as ratio. In "The Intelligence" of Nov. 15 he quotes Dr. W. T. Harris as repeatedly asserting during the last twenty years, "that the idea of number as ratio is much more difficult than the idea of simple number, and hence should be taught later." This position, Dr. White maintains is also in harmony with the position "fully stated and fortified in the report of the committee of fifteen." Dr. White says:

"The mathematician who reads with care the 'Editor's Preface' to the 'Psychology of Number,' will see that Dr. Harris has taken pains to guard against the endorsement of the early teaching of number as ratio. He makes a clear distinction between simple number and ratio, and as clearly states the two aspects of number. He teaches, that since fractions express ratios, they 'require a higher consciousness of the value of quantity than simple numbers,' and 'hence the difficulty of teaching this subject (fractions or ratio) in the elementary schools.' 'The thought of $\frac{3}{4}$ demands the thought of both numbers, and the thought of their modification each through the other.'

Dr. White finds great confusion existing as to just what the idea of number really is, and to illustrate the radical changes in the science of mathematics, quotes a letter written to him by Dr. Henry T. Eddy, professor of mathematics in the University of Minnesota, "one of the very first mathematicians in the United States," who translates the idea of number of Dr. Otto Biermann, of Leipzig, as expressed in his "Theorie der Analytischen Functionen." Dr. Eddy says:

"I may say that higher mathematics has been rebuilt from the foundation during the last half century, on a basis wider than mere arithmetic, in that its equations deal with more than one kind of unity, or 'fundamental unit,' at the same time. We are no longer at liberty to choose our point of view as to what whole numbers are by any metaphysical or philosophical views we may hold.

"I have translated hastily a few paragraphs from the beginning of a book, which sets forth authoritatively the view we are compelled by this wider generalization in mathematics to adopt.

"I think you will find it in striking accordance with your own views of the matter, and it will enable you to go forward with firmness and confidence, far more than would any individual opinion I might express."

Here follows the translation from Biermann:

IDEA OF THE WHOLE NUMBER (ZAHL).

"When we become conscious of the repetition of one and the same intellectual activity respecting objects of sense-perception, we obtain the idea of number (menge, multitude, numerousness). If one object consists of parts, or elements of like characteristics, so that in describing one element of the object, it may be put for another, and, if we shut out from our attention the like characteristics of these elements, then we have the mental picture (idea) of the multiplicity or multitude of similar elements by their number. The idea of their number arises by the putting together of like parts, and is to be defined with precision, as the mental picture of the (degree of) multiplicity of like elements. If each of the like elements be designated by the expression unity, the enumeration (numbering) of these elements, or units, consists in the denoting of unity, and unity by the new term, two—and unity again by three, etc. Their number is the mental picture (idea) of the groups of elements designated by these terms. The repeated arranging and combination of these like fundamental elements give us the series of numbers, and in it each number is to be obtained from the one before it by the addition of unity.

"Two numbers a and b formed of a fundamental element e regarded as indeterminate, or of the abstract unit 1, are equal (i.e., $a = b$) when to each element of one number there belongs an element of the other; and are unequal when on comparing the (two) series of elements there appear elements in one (series) to which no elements correspond in the other. The number which contains more elements is called the larger; the other the smaller. This reciprocal relation is designated by $a > b$, $b < a$, in case a is the largest number. If $a = b$, then $b = a$; if $a = b$ and $b = c$, then $a = c$; and finally from $a > b$ and $b > c$ we have $a > c$."

"We have quoted at some length from Dr. Biermann's great work, that the reader may see for himself that ratio has no place either in the genesis or in the first ideas of simple number.

"The idea of ratio arises later, and is expressed by the use of two numbers or terms, as in the fraction. A true psychology of number must be in harmony with the science of mathematics, and also with the natural experience of individuals and the race. It is not possible to 'reform' this experience by a new method of teaching number to infants."

See Reply by Dr. MacLellan, on page 671 of the present number.

Problems of Drawing Supervisors.

Worcester, Mass.—The most important subject considered at the state institute of drawing supervisors and teachers was "Drawing in the High School." Henry T. Bailey, state supervisor of drawing, who presided, brought out the fact that the weakest work in the state in drawing is done in the high schools. He said further that there were not twenty high schools where passably good work was done in this line. Educators are anxious to solve the problem, but some think that the work should be general, while others believe that a special course would better meet the future requirements of pupils.

A practical talk on the supervision of drawing was given by Mr. Burnham. He said that the teacher's mistakes should not be dealt with harshly. He would meet the teachers only when the falling back of the work required it. Above all, he would not compare the works of the different grades in the presence of the teachers, and he would have teachers give before him one lesson in four, when he would tell of the good points, rather than the bad.

A Hypnotic Drawing Teacher.

Sheboygan, Wis.—Prof. George W. Ferguson, teacher of drawing in the public schools, is charged with employing several pupils as subjects for an exhibition of hypnotism. The school board has been asked to dismiss Mr. Ferguson, although he has been in Sheboygan for several years.

Massachusetts Teachers' Association.

The fifty-third annual meeting of the Massachusetts Teachers' Association was held in Boston, Nov. 26 and 27. At the opening session, Pres. Walter Scott Parker had the chair. Henry Houck, deputy superintendent of schools of Pennsylvania, spoke on "A Glance Backward." Supt. Seaver, of Boston, followed, his subject being "What Public Education Should Accomplish in a Free Republic." Dr. Emerson E. White, of Cincinnati, spoke on "Character." The exercises closed with a report of the committee on educational progress, given by C. H. Morss, followed by a report of the committee on resolutions regarding normal schools, given by Albert G. Boyden.

At the closing session, Nov. 27, Mrs. Alice Freeman Palmer gave an address. Mrs. Palmer referred to the crowded condition of the school, hoping that the time is not far distant when no teacher will be called upon to look after more than thirty children—which sentiment brought out applause from the listeners. She said that much had been lost in the way of stimulus in the too-closely-graded school of to-day, and spoke with approval of frequent promotions, that will allow the bright boy and eager girl to pass along, instead of compelling them to wait for the other third of the class. She believes in systematic manual training for every class, and related the successful experiments in the Cambridge vacation schools in increasing knowledge, good habits, and capacity for work.

"But with all these conditions," said Mrs. Palmer, "we know that the root of the matter will not be reached unless the teacher broadens her experience, and, by her own impulsive power, works on the child's heart. A happy temperament and buoyant spirits is the spell that makes little ones do their best. In the days to come, no cynic, pessimist, or blasé person will ever be given a teacher's appointment."

Dr. Hugo Muensterberg, of Harvard university, followed. He held the close attention of the teachers, while he spoke on "That Modern Illusion—the Measurement of Psychological Facts." He spoke of a certain book that would come into the hands of teachers, deploring the evil that might result. He gave reasons why psychological facts can never be measured. In conclusion, he said he could forgive a psychological mistake, but not the pedagogical blunder, as teachers are drawn into experiments that make a child a collection of atoms to be observed microscopically, instead of a soul to be influenced by sympathy and tact.

The following were elected officers of the association for the coming year: President, George E. Gay, Malden; vice-presidents, Daniel S. Sanford, Brookline, Charles S. Chapin, Westfield; secretary, Lincoln Owen, Boston; assistant secretaries, Fred W. Atkinson, Springfield, John E. Burke, Lawrence, Etta Austin Blaisdell, Brockton; treasurer, Henry Whittemore, Waltham.

Peace in the Michigan State Public School

Mason, Mich.—Affairs at the state public school will probably soon settle down to the normal, now that a new superintendent has been appointed to succeed A. Jay Murray, resigned. The new man is Prof. John B. Montgomery of Champion. Mr. Montgomery finished his elementary course in the village of Rockford, Kent County and then took a course in the Grand Rapids high school. In 1884 he graduated from the state normal school at Ypsilanti and the following two years held the principalship of the Calumet high school. Since that time he has been superintendent of the Champion schools. As a superintendent Mr. Champion has been a success. When he went to Champion in 1886 there were no pupils above the high school, but in six years a high school was so effectually organized that they were admitted to the approved diploma schools of the university of Ann Arbor. Mr.

Champion has held in connection with his other work, the superintendency of Marquette county schools four terms.

The path of the superintendent of the state public school has not been strewn with roses and no one of the number of good men who have been at the head of the institution has remained long. It is hoped that for the good of the school the present appointment will settle for some time to come every discordant element, and that Mr. Montgomery's administration, may be an abundant success. W. J. MCKORN.

The New England Education League.

The chief aim of the New England Education League is to equalize, so far as possible, the disparities between city and city, village and country, in educational advantages. The condition of public education in this section of the country is peculiar. There are a few cities with highly developed school systems, and these decrease in value in the smaller communities. The burden of supporting public education falls unequally. For example, Tolland county, the poorest in Connecticut, has a tax rate for education of 6.69 mills, as compared with 3.5 mills in Fairfield county, the second in point of wealth. Suffolk, in Massachusetts, has a tax rate of 1.97 mills for education, while Berkshire has 4.15, and Barnstable 3.42; and Suffolk has more than 38 per cent. of the wealth. Similar conditions prevail in other New England states, and in cities where district divisions exist. The poorer sections pay a heavier tax rate for education and get less for it. At the same time education is regarded not as a local matter, but as the interest of the whole commonwealth. How to work out this problem properly is one of the most important questions of public education.

The multiplication of facilities of travel and inter-communication, the prevalence of urban conditions over much of New England are important elements in the better adjustment of education. They make equal advantages practicable to an extent hitherto impossible.

To take up this question the New England League has been started.

Teachers Would Not Live Till Vacation.

Hartford, Conn.—Secretary Charles D. Hine, of the state board of education, has made a suggestion that is occasioning much discussion in local school circles. Secretary Hine's plan is to have school sessions six days a week for eleven months of the year. His plan in his own words is as follows:

"Considering the limited time the average child has in which to learn to educate himself, say from six to eight years to fourteen years of age he ought to have every minute there is for that education. Let us figure a little. Supposing there are five hours per school day and 200 school days in the year, and six or eight years. Here are only 6,000 or 8,000 hours of schooling for the child. Is that enough to equip him for a useful career of perhaps 60 or 70 years? Children ought to get 312 days of schooling in the year instead of 200. The average attendance now is only about 50 per cent. of the total enumeration. If the school is open only one-half the time, and but one-half the children attend during that time, then the net result is but one-quarter what it might be. I believe in a steady, continual application of education to the young mind. Of course, this must be regulated according to the age of the scholar. Young children can apply themselves continuously for only a short time, but this period grows longer as the child increases in age, and a child should be properly interested in educational work practically all the time from 6 to 14 years of age."

Supt. Charles W. Deane, of Bridgeport, so the "Standard" says, argues earnestly on the other side. Supt. Deane thinks the school year plenty long enough now for both pupils and teachers. His experience would indicate that a child going to school for nine months and being allowed brief rests at regular intervals can learn as much as a child going to school for ten or twelve months, with no intermission. Dr. Deane would favor shortening the sessions rather than lengthening them. He is not in favor of making the school week any longer. Both teachers and pupils are pretty well exhausted by the time the summer vacation arrives. They need this to help build up for the fall, winter, and spring work. The giving of long vacations once in three or four years would do no good for the teachers because a year of solid work would kill most of them.

Omaha Schools.

Omaha, Neb.—Supt. Pease, in his annual report to the board of education, gives a detailed account of the work of the schools during the past year. The statistics show a school population of 30,134, an increase of 1,525 over last year. The number of pupils enrolled is 16,580.

In reference to the number of teachers, Supt. Pease says: "The average number of teachers employed has decreased from 340 to 322, and this notwithstanding an increased number of pupils. In the high school the change was made by simply reducing the number of teachers, and giving each teacher more classes in a day, and a greater number of pupils in a class. The decrease in the number below the high school was brought about by introducing the plan of half-day sessions in

the kindergartens and first grades, and requiring teachers to teach one school during the forenoon, and another, composed of different pupils, in the afternoon. So far as the grades were concerned, the plan was abandoned at the middle of the school year; but in the kindergartens it remained in operation until the close of the schools in June."

He says, relative to the cost of education:

"During the year just closed, as in the preceding year, the financial problem has not been easy to deal with. The utmost care has been necessary in expenditures, in order to forestall an increase of debt or a lack of those things indispensable to the maintenance of the schools. The total expenditures, as shown by the report of the secretary, have been \$361,694.59. These figures show a decrease in expenditures, from the amount in my report of one year ago, of \$28,117.72; a decrease in the cost of instruction amounting to \$6,161.10. By dividing the sum expended for the schools during the year by the average daily attendance, the total cost of education per child is found to be \$27.19. This is \$2.43 less than for the preceding year. Using the same divisor for the cost of instruction, this item appears as \$17.10, which is 67 cents less than for the preceding year. It should be noted, too, in this connection, that for the year just closed all the schools were in session nine and one-half months, while for the preceding year only the high school was in operation more than nine months."

Brief Items of Live Interest.

Worcester, Mass.—A clash between the school board and the city council appears inevitable in the near future. Last spring the council refused to authorize the continuation of kindergartens for children under five years of age. The board, believing it to be for the best interest of the children, has continued the work through the year. As there will probably be a large deficit at the end of the year, the situation will be decidedly interesting before many weeks.

France has 83,465 public schools, 15,909 of them under clerical control. The number of teachers is 151,563; the number of pupils, 4,580,183.

New Haven, Conn.—A woman student from Japan has entered the graduate department of Yale university. Yushi Yamaguchi is a native of Kioto, Japan, and a graduate of Doshisha university.

Mason, Mich.—Rev. John P. Ashley, president of Genesee Wesleyan seminary, Lima, N. Y., was elected Dec. 3 to the presidency of Albion college by the unanimous vote of the board of trustees. President Ashley succeeds Dr. Lewis R. Fiske, who resigned in June last because of advanced age after twenty years of highly successful service.

John P. Ashley was born at Stoke-on-Trent, England, April 14, 1862, came to Brooklyn when about eighteen, prepared at Zanesville, Ohio, to enter Ohio Wesleyan university at Delaware, commencing in 1885. Preached during college course, graduating A. B. in 1889, and taking Ph.D. degree in '90; entered Boston theological school, where he remained two years, taking degrees of S. T. B. and Ph.D. While in Boston, he won the Jacob Sleeper scholarship, by which he was enabled to pursue his philosophical studies abroad at Oxford, Jena, Leipzig, and Berlin. Returning in 1895, he became president of Genesee Wesleyan seminary, Lima, New York.

St. Louis, Mo.—Prof. Fridtjof Nansen was tendered a reception by the St. Louis Society of Pedagogy, Nov. 25. The affair was held at the high school, and was very informal and pleasant.

Topeka, Kansas.—A teacher in the Clay street school decreed that hereafter no child bearing the odor of onions shall be allowed in her room. A few days ago she sent home two boys who came to school with onions in their pockets. Mr. O. P. M. McClintock, the principal of the school, upholds his assistant in her decision.

London, Eng.—The recent election of fifty-five members of the school board is a victory for the progressive party. A section of the church party, or "moderates," was pushing for more religious instructions in the schools. Now that the more progressive party has control, it is quite likely that a campaign will be started to eliminate the religious element entirely from the school curriculum.

Cleveland, Ohio.—Librarian Brett has formulated a plan for having branch libraries in the school buildings. He says:

"My plan is, that the school council work with the library board, by furnishing suitable rooms for the purpose, thus enabling us to establish many more branches. It would cost but little more for the school council to provide rooms in the new schools, and it would be a great benefit. These rooms would be for the public, as well as the children."

Baltimore, Md.—At the meeting of the Association of School Commissioners and Examiners of the State of Maryland, it was decided that the legislature be asked to increase the state school tax. An increase of two and one-half cents on the \$100 will be asked.

The attendance at Berlin university exceeds 6,000 students, including nearly 600 Americans, of which number 43 are women. The space is wholly inadequate, and the government intends to enlarge it by using the academy building.

Richmond, Va.—The board of aldermen have decided to make an extra appropriation to keep the public schools open for the entire term. It was feared that they would have to be closed earlier than usual, owing to lack of money for salaries and running expenses.

Henry Drisler, emeritus professor of Greek in Columbia university, died a few days ago of heart disease. He became professor of Latin in the university in 1857, and professor of Greek ten years later. He assisted Prof. Anthon in editing text-books, and edited, in 1846, Liddell & Scott's translation of Passow's Greek Lexicon, and in 1870 an enlargement of Young's English-Greek Lexicon. On the resignation of President Barnard, in 1888, Dr. Drisler acted as president for one year, at the end of which time he was made dean of the faculty of arts. In 1894 Dr. Drisler retired, becoming emeritus professor of Greek.

Cambridge, Mass.—The official figures of the enrollment of students in Harvard university show that each state in the Union and fourteen foreign countries have sent students to Cambridge. The total enrollment is 3,803, divided among the various departments as follows:

College	1,804
Scientific school.....	400
Graduate school.....	274
Divinity school.....	39
Law school.....	544
Medical school.....	563
Dental school.....	130
Veterinary school.....	33
Bussey institution.....	10

Rochester, N. Y.—Prof. L. H. Galbreath, of the Buffalo Teachers' college, is giving a course of lectures on geography teaching to the grade teachers of this city.

The Women's Educational and Industrial Union is doing something along the line of school-room decoration. The union has recently had the ninth grade room of one of the schools curtained and tinted after an approved type. Nov. 24 they hung and presented to the school the several solar prints, including "The Head of the Apollo Belvedere" and the "Hermes of Praxiteles," "The Parthenon," restored, "Entrance to the Grand Canal of Venice," and the "Capitol at Washington." On a shelf was placed a cast of Barye's "Walking Lion." The effect is very good, and it is believed by the ladies that this will lead to other rooms being fitted up in similar manner. Doubtless this example will be followed by others until our school-rooms will be cleaner and less barn-like than they now are.

Boston, Mass.—Caleb Emery, the first principal of the Charlestown high school, died Dec. 1. He was graduated from Dartmouth college, in 1842, and six years later, when the Charlestown high school was established, he was placed in charge. He afterward resigned, to become a master in the Latin school, but in 1864 he returned to his old position, in Charlestown, where he remained until his retirement, a few years ago.

William Seymour Tyler, for more than fifty years professor of Greek at Amherst college, died Nov. 19. Prof. Tyler was born in Hartford, Pa., in 1810. He entered Hamilton college in 1826, where he studied for two years. He was graduated from Amherst college with the class of 1830. He afterward attended the Andover Theological seminary. In 1847 he received the degree of D.D. from Harvard, and in 1871 that of LL.D. from Amherst. He prepared many classical text-books, and wrote several religious and historical works. Among his books are: "Histories of Tacitus," "Prayer for Colleges," "Plato's Apology and Crito," "Theology of the Greek Poets," "History of Amherst College," "Demosthenes de Corona," "Demosthenes' Philippics and Olynthiacs," and nine books of the "Iliad." He was president of the board of trustees of Mount Holyoke college, and a trustee of both Smith college and Wiliston seminary, at Easthampton, Mass.

New York Suburban Educational Council.

The next meeting of the New York Suburban Educational Council will be held in Law Room No. 1, New York University, Washington Square, New York, Saturday Dec. 18, at 11 A. M. Discussion will be led by Supt. C. R. Gilbert of Newark, N. J. and Supt. C. E. Gorton of Yonkers, N. Y. All friends of education are cordially invited to be present.

Schools of Greater New York—II.

The Two School Funds—Standing of Teachers—Powers of Principals Greatly Increased.

The money for the public schools of Greater New York will be raised in two funds after February 1, next.

The first fund will be known as the special school fund. It will consist of all moneys raised for the purchase of school sites; for the erection, repair, and lease of school buildings; for school supplies; and for the administrative purposes of the board of education. The special school fund will be administered by the general board of education for the Greater New York.

The second fund will be the general school fund. This fund will be raised in bulk for the city at large, and will contain and embrace money for all educational purposes not comprised in the special school fund. The general school fund will be apportioned by the board of education to the several boroughs of the greater city; and each borough school board will administer its portion of the general fund.

HOW SCHOOL MONEY WILL BE DISTRIBUTED AMONG THE BOROUGHES.

The general school fund will be apportioned among the borough boards in two ways: First, \$100. for every qualified teacher who shall have taught for 32 weeks in the borough during the preceding school year; second, the remainder of the fund, in proportion to the aggregate attendance of pupils between 5 and 18 years of age in the public schools of the borough, and of pupils over 4 years of age, in the kindergartens under the management of the borough board.

The general board of education has power to withhold school money from a borough board where the city superintendent reports that the school law is in any way being violated.

The board of education will represent the schools of Greater New York before the city board of estimate and apportionment and before the municipal assembly in matters of appropriations; and the board of education must require from each borough school board, estimates in detail of the moneys needed for educational purposes by the borough boards, which estimates the board of education may correct and revise.

Architects, builders, contractors, and school-supply men must deal with the general board of education; while teachers' salaries are fixed and paid by the borough boards.

THE TEACHER'S STANDING UNDER THE GREATER NEW YORK.

Teachers in the Greater New York will be employed and paid by the several borough school boards, and supervised by the borough superintendents. In this respect their condition will not differ materially from the present system. Their salaries, being fixed by the borough boards, need not be uniform throughout the greater city. Neither will the qualifications required of a teacher to obtain licence to teach in the different boroughs be uniform; but every teacher must pass minimum requirements fixed by the general board of education, and by the state law.

The city superintendent has the right to visit all the schools of Greater New York and to inquire into their condition, but he cannot interfere with the actual conduct of any school. This power is left, as at present, in the hands of a borough superintendent and his assistants. But the city superintendent must examine all applicants for license to teach in Greater New York.

THE CITY BOARD OF EXAMINERS.

For this purpose the city superintendent recommends four persons, who, with himself, are to constitute a board of examiners to be appointed by the general board of education. No borough superintendent, associate superintendent, principal or teacher in Greater New York can be a member of this board of examiners. A member of this board of examiners must be a college or university graduate and have had five years' successful experience as a teacher; or he must have a state certificate and ten years' successful experience as teacher; or the highest certificate for a principal or superintendent in force in any city included in Greater New York and ten years' experience as teacher.

Each borough school board having fixed on recommendation of the borough board of superintendents the requirements for teachers in its borough, the city board of examiners will proceed to examine all applicants for licenses to teach in the several boroughs, according to the requirements of the borough boards. In the same way a borough school board, will, on recommendation of the borough superintendents, fix the academical and professional qualifications required of principals, branch principals, supervisors, heads of departments, assistants, and all the members of the teaching staff in the borough.

EXAMINERS TO PREPARE ELIGIBLE LISTS.

From examinations thus held by the city superintendent, eligible lists will be made up and sent to each borough school board. Besides the lists sent to the borough boards the city superintendent must keep in his office and open to inspection by members of the board of education and the school boards, by superintendents, supervisors, and principals, lists of all persons whom he licenses, of all whom he places upon the eligible lists

as exempt from examination, and of all persons licensed in the greater city before February 1, 1898. "Except as superintendent, or associate superintendent, as supervisor or director of a special branch, as principal of or teacher in a training school or high school, no person shall be appointed to any educational position whose name does not appear upon the proper list."

TEACHERS' SALARIES.

The salaries of borough and associate superintendents, principals, branch principals, supervisors, and teachers are fixed by the borough boards, "and such salaries shall be regulated by merit, by the grade of class taught, by the length of service, or by the experience in teaching of the incumbent in charge, or by such a combination of these considerations as the school board may deem proper."

TEACHERS' PROMOTIONS AND TRANSFERS.

The borough school boards, on nomination of the boards of borough superintendents will appoint all principals, supervisors, and teachers. Teachers will be promoted and transferred in the same manner, "except that for all purposes affecting the appointment, promotion or transfer of the teachers in any school, the principal of such school shall have a seat in the borough board of superintendents, with a vote on all propositions affecting his school." This is a radical departure from the present system in favor of giving principals more choice in selecting and continuing their teaching corps.

If a borough school board fails to confirm or reject the nomination of a principal, supervisor or teacher within forty days from the date of nomination by the borough superintendents, it is equivalent to appointment.

With the consent of the teacher and of the principal and the school board concerned, the city superintendent of schools will have power to transfer a teacher from a school in one borough to a school in another borough, provided the teacher has the qualifications to teach in the borough in which he is to be transferred.

TEACHERS' RECORDS TO BE KEPT.

The borough board of superintendents will keep a list of all principals and teachers in the borough, "with the dates of their appointment, the grades and classes taught by them, the results of all inspections and examinations, and of their standing as regards regularity and punctuality in attendance." This list will be open to the inspection of teachers, as to their own records only, of members of the board of education, school boards, and of principals. Principals must report to the board of borough superintendents.

PRINCIPALS MAY SUSPEND TEACHERS.

The new charter makes a very radical change in giving a principal power to suspend a teacher. A member of a school board, a borough superintendent, or an associate superintendent may prefer charges to the school board against a principal, supervisor or teacher "for gross misconduct, insubordination, neglect of duty or general inefficiency;" and pending trial the school board may suspend the accused with or without pay, and appoint a substitute in his place. When a principal suspends a teacher he must report the fact immediately to the borough superintendent, who may appoint a substitute. The school board on receiving notice of a suspension must immediately try the case either in full board or by committee. The board may fine the offender, suspend for a fixed time without pay, or dismiss him from office. The decision of a borough board in such case is final, except as to matters in relation to which, under the general law of the state, an appeal may be taken to the state superintendent of public instruction.

SPECIAL TEACHERS.

Special teachers will be assigned to their duties by the borough board, and will be responsible to the principal of each school to which they are assigned for the performance of their duties therein.

Lectures Before the Society of Pedagogy.

- Dec. 14.—Mr. E. D. Farrell, on "English."
 - Dec. 15.—Mr. J. D. Hyatt, on "Eclipses."
 - Dec. 22.—Mr. J. D. Hyatt, on "How to Study Nature."
- All lectures are given at P. S. No. 6, 85th street and Madison avenue.

Meetings in and About Greater New York.

- Dec. 11.—The Schoolmasters' Association, Room 1, New York university.
- Dec. 13.—Association of Primary Principals, City college.
- Dec. 16.—New York Society of Pedagogy, P. S. No. 6, 85th street and Madison avenue.
- Dec. 17.—The Emile, College of the City of New York.
- Dec. 18.—New York Suburban Educational Council, New York University.
- Dec. 20.—Teachers' Mutual Aid Society, College of the City of New York.
- Dec. 21.—Teachers' Association of the City of New York, meeting of directors, City college, 4 P. M.

Books.

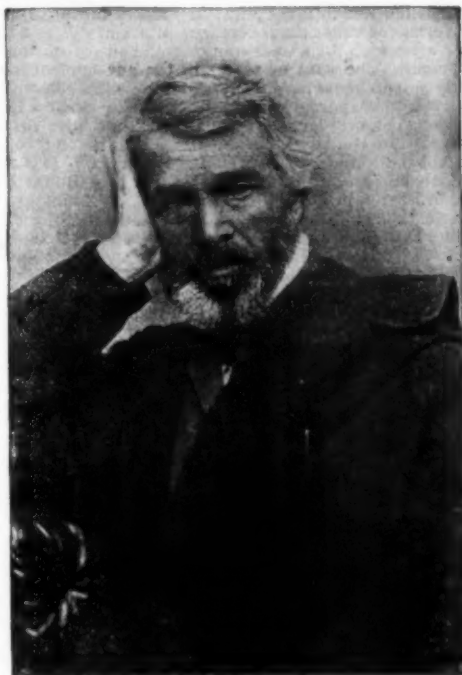
Young Americans are naturally interested in the life of those in other parts of our large domain. Rev. Louis Albert Banks gives a description of the scenes and adventures of boyhood and youth in a far western country in "An Oregon Boyhood." The descriptions of the occupations of a growing boy in a new country are fresh and vivid. Commencing with early life in a log cabin, the author "grows up with the country." The hunting and fishing instinct is early developed, and many exciting adventures which could take place only in such a country are recorded. School life, mountain climbing, winter sports and occupations, life in the mining camps in the early days of gold mining, early salmon fishing, are among the subjects described, which make this an intensely interesting book for young and old. (Lee & Shepard, Boston. \$1.25.)

The race of great American historians has not passed away, even if Parkman and Prescott have left the scene, for among the living ones are able writers as McMaster and John Fiske. The latter has written a series of works that will hold their place in the libraries of scholars. One of these works is on "Old Virginia and Her Neighbors," in two volumes. It comes between the author's "Discovery of America," and "Beginnings of New England." His aim has been to follow the main stream of causation from the time of Raleigh to the time of Dinwiddie, from its sources down to its absorption into a mightier stream. While the history includes that of those colonies most closely connected with Virginia, it does not include all of the Southern colonies. The author has been at work on these volumes since 1882 and much of the matter has been given in the form of lectures in different places. The book was not, however, made up of lectures; the book was primary and the lectures secondary. (Houghton, Mifflin & Co., Boston. \$4.00 per set.)



From "The Forge in the Forest." (Lamson, Wolfe & Co.)

"R. S. V. P." a bright novelette, by Charles P. Didier, will please those who are looking for attractive books for holiday gifts. The story is well written; the little comedy of errors in which the loving pair are temporarily estranged ends happily and then Cupid plays the wedding march. The book is printed on heavy, supercalendered, paper; there are several page illustrations, and the beveled cover has an appropriate design. (Williams & Wilkins Co., Baltimore.)



Thomas Carlyle.

From "Men I Have Known." (Crowell & Co.)

It is impossible in a brief review to give an adequate idea of the attractiveness of the book of "Singing Verses for Children," with words by Lydia Avery Coonley, music by Frederick W. Root and others, and pictures by Alice Kellogg Tyler. Writer, composers, and artist have each contributed their share to the beautiful and harmonious effect. The verses are childish in sentiment and expression, as will especially be noticed in "Good Morning," "After the Rain," "Come, my Dolly," "My Pegasus," etc. The artist has shown a delicate fancy and a fine taste in drawing the page illustrations, ornamental borders, and other illustrations; most of these pictures are colored. The book is oblong in shape, is bound in cloth, and has an attractive cover design. (The Macmillan Co., New York.)

There is much for parents and teachers to think over in "The Evolution of Dodd's Sister," by Charlotte W. Eastman. Boy life has been more frequently discussed than that of the girl. In the readable form of a story, this history of a girl is presented, her needs at home and in the public school, and the causes of her often developing into a failure as a woman. One recognizes the truth of the portrait of Dodd's sister as a type of too many girls. The author enables the reader to see below the surface, and wherein the modern plan of education and home training is lacking. (Rand, McNally & Co., Chicago and New York.)

A sizable volume printed in large, clear type recommends the new set of "Fairy Tales" by Mabel Fuller Blodgett before the contents are fully disclosed. The twelve stories are fascinating pictures of kings, queens, goblins, witches, sunbeams, and moonlight, told with all the surroundings that are dear to the child heart. The full-page illustrations are by Ethel Reed; original, often fantastic, but appropriate to the fanciful land of the fairies. (Lamson, Wolfe & Co., Boston and New York. Price, \$1.50.)

The young people in "Rich Enough," are modern boys and girls, who realize their father's business troubles to the extent of giving up their gay city life. They transplant themselves to a country home, where Betty develops unselfishly through the ordeal, Bob becomes more manly, and the change proves a wholesome one for all connected with them. A romantic ending closes the pleasant tale. (Roberts Brothers, Boston.)

The English poet, who is not as well known in this country as he deserves to be on account of the great excellence of his works is Matthew Arnold. He was a born singer and into his poems he threw all the fervor of a nature made by duty and environment, a reformer's rather than a seer's. They are the expression of his inner heart which those who knew him knew beat warm with love for humanity. It is inevitable, therefore, that his poems should become even more than his essays representative of the man and be recognized as the oracle of a widespread and ever-increasing body of thinkers. They are not the poems of an idle day but of strenuous life, full of aspiration and struggle and demand for beauty. The edition of "The Poetical Works of Matthew Arnold," just issued, the completest ever published, is enriched by the addition of some of Arnold's youthful work, including his prize poems "Alaric at Rome" and "Cromwell." A brief biography and a bibliography of his poetical work add to its value. There is a biographical introduction by Nathan Haskell Dole. (T. Y. Crowell & Co., New York and Boston. \$1.50.)

One who reads carefully the history of our government from the end of the Revolutionary war in 1783 to the organization of the government under the federal constitution, will not be likely to ever after wish for a weakening of the power of the federal government. The want of power in the government to enforce its decrees led almost to anarchy. John Fiske's volume treating of this period is appropriately entitled "The Critical Period of American History," for the republic could not have lasted very long under the confederation. This is a third and concluding volume of the author's "American Revolution." It is made up of the substance of lectures given in the Old South Meeting-House in Boston in December, 1884, at the Washington university in St. Louis in May, 1885, and in the theater of the University Club in New York in March, 1886. It is a sketch of the political history of the United States from the end of the Revolutionary war to the adoption of the federal constitution. The author says in his preface that we are now "put in the proper mood for estimating the significance of the causes which determined a century ago that the continent of North America should be dominated by a single powerful and pacific federal nation instead of being parceled out among forty or fifty small communities, wasting their strength and lowering their moral tone by perpetual warfare, like the states of ancient Greece, or by perpetual preparation for warfare, like the nations of modern Europe." How priceless our heritage is one can fully appreciate after reading Mr. Fiske's pages. The same principle of illustration has been followed as in the preceding volumes. No illustrations have been admitted, save such as seem to possess real historical value. (Houghton, Mifflin & Co.)

A masterpiece of contemporary French history has been translated from the French of Baron Pierre de Coubertin, by Isabel F. Hapgood, and issued with special preface and additions by Albert Shaw, editor of the "Review of Reviews." This famous Frenchman is introduced to the English public as a historian, for the first time. Mr. Shaw, in his introduction to this brilliant history of the "Third Republic" declares that the author is peculiarly qualified through wide travel and deep study, to interpret the institutions of his own country for the benefit of Americans and Englishmen. "No foreigner," he says, "could have written certain chapters in this book with the insight which the author displays. On the other hand, no Frenchman not exceptionally familiar with the history, politics, and social life of America and England could, in the writing of a book like this, have rendered a direct service to English-speaking readers while primarily ad-



"SO KATHERINE REHEARSED ALL THE LITTLE NAUGHTY THINGS SHE HAD DONE."
From "Ten Little Comedies." (Little, Brown & Co.)

dressing his own countrymen." Mr. Shaw declares that in this book he shows "a rare talent for political and institutional history," that "his characterization of men is remarkably just and felicitous," that "his study of constitutional modes and parliamentary methods shows a remarkable power of analysis and discrimination." The volume is fascinating in style and full of the most vivid descriptions of great historic events. (T. Y. Crowell & Co., New York, and Boston. 8vo., 430 pages, 16 portraits, cloth, gilt top, \$3.00.)

There is no more popular writer of stories of adventure than W. O. Stoddard, as his many successful books attest. He has just produced "The Lost Gold of the Montezumas," a story of the Alamo, the name of which is almost a synonym for heroism and thrilling adventure. This chapter in American history is powerfully and dramatically narrated in these pages. What American boy can help thrill with enthusiasm at the deeds of Crockett and Bowie! The illustrations are by Charles H. Stephens. (J. B. Lippincott Co., Philadelphia. \$1.50.)

Mrs. Upham (Grace Le Baron) follows up her success in "The Hazelwood Stories," by "Queer Janet," which bids fair to be even more attractive than her preceding work. "Queer Janet" is certainly an ideal character, but by no means an unreal one, and her beautifully unselfish life is the rare lesson of a little child who lives up to the Golden Rule. The story can be read by boys as well as girls with equal pleasure, and like the Hazelwood stories we may venture to say that older readers too can derive an enjoyment from it not always found in juvenile stories. (Lee & Shepard, Boston. 75 cents.)

In "Her Place in the World," Amanda M. Douglas not only gives a story of absorbing interest, but also such homelike pictures of the life in the small country town where the scene is laid, that we seem for the moment to become participants in the moving panorama. The characters are strongly drawn, and naturally attract us. The book appeals especially, however, to young women, to whom it will be an inspiration and help. Miss Douglas combines the merit of good story-telling, with an objective quality of wholesome domesticity, with the best of results. (Lee & Shepard, Boston. \$1.50.)

A new edition of "The District School as it Was," by Warren E. Burton, has been edited by Clifton Johnson. This bright and vivid description of one of the early institutions of New England was first published in 1833, and met with a very favorable reception, the first edition being followed by several others, both in this country and in England. It has been out of print for some years, but of late, there having arisen quite a demand for it, or a work of a similar character, Mr. Johnson has introduced illustrations showing the character of the text-books from which our forefathers gathered their early education. The descriptions are unusually simple and clear, and at the same time contain a humor that makes them good reading, aside from any historic attraction. (Lee & Shepard, Boston. \$1.25.)



THE COWBOY.

From "The Lost Gold of the Montezumas." (J. B. Lippincott Co.)

No war ever had more important effects on the history of Europe than the Seven Years' war in which Prussia with her three million people held out successfully against Russia, Austria, France, and their German allies with their hundred million population. History has scarcely another example of an unequal contest so heroically maintained. It was due to the genius, perseverance, and courage of the king and the splendid discipline of the Prussian army. Every boy should be acquainted with this war, for one of its far-reaching effects was the weakening of France so that Great Britain was enabled to wrest Canada from her. G. A. Henty, the celebrated writer of historical romances, has embodied the history of this struggle in a story which he calls "With Frederick the Great." It is a stirring picture of the time. The book has twelve illustrations by Wal Paget. (Charles Scribner's Sons, New York. \$1.50.)

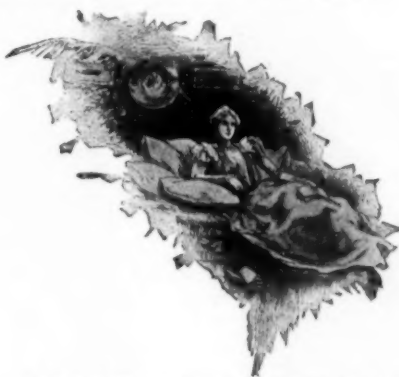
The work of Carlyle that especially repays a close study is that "On Heroes, Hero-Worship, and the Heroic in History." It is full of thought and enthusiasm and displays the qualities of Carlyle's style—condensation, vividness, and ruggedness—to best advantage. An edition has just been published, edited, with notes and introduction, by Mrs. Annie Russell Marble, A. M. So far as possible the editor has sought to explain the allusions to mythology, history, philosophy, and the quotations from various sources; to make the explanations and reading references suggestive and helpful. (The Macmillan Co., New York. 80 cents.)

Ten years ago William H. Rideing collected into a volume his sketches of the boyhood of living authors. Since then there have been many changes. Men like Holmes, Lowell, Whittier and Boyesen have passed away and the title was no longer accurate. He has accordingly made "Boyhood of Famous Authors" more comprehensive; and by substituting chapters on Robert Louis Stevenson and Rudyard Kipling for others deemed of less interest he has considerably widened its scope. Every chapter was prepared with the approval, if not the assistance, of the seventeen authors represented; and the work has the great merit of being absolutely trustworthy. The style is charming; the book should be in the library of every school boy and school girl in the land. (T. Y. Crowell & Co., New York and Boston. \$1.25.)

To the books of the Chautauqua Reading Circle series is added "Imperial Germany," a critical study of fact and character, by Sidney Whitman, an English author who is celebrated for his researches into Germanic history and institutions. The book was written originally to interest Englishmen in this great Teutonic nation, but it will be of equal interest to American readers. In this edition the author has done all in his power to correct previous errors, and has endeavored to carry the subject up to date. He has taken note especially in making his addition of three prominent facts—the increase of social democracy, the vast growth of German commercial prosperity and the rise in the estimate of the historian of the personality of William I. The por-

traits of a number of prominent Germans have been added to the illustrations. (Flood & Vincent, Meadville, Pa., and 150 Fifth avenue, New York.)

Although Mr. Philip Gilbert Hamerton's "The Quest of Happiness," is incomplete, owing to the author's death occurring before the two final chapters were prepared, the volume is still one of great value. The deep impression made in this country by Mr. Hamerton's essays on "The Intellectual Life," will be a sure guide to this new work, which Mrs. Hamerton has been persuaded to publish in its unfinished state. Much helpful philosophy can be found in the chapters on "Happiness as a Gift of Nature," "The Origin of the Ideal," "Insufficiency of Gifts," "The Sense of Reality," and "Every Time of Life has a Happiness Peculiar to Itself." It is a gospel of encouragement, self-reliance and disciplined serenity, based on the idea that the power of seeing things as they are, without being biased by the desire to have them as we think they ought to be, is, of all gifts, the most desirable. (Roberts Brothers, Boston. Price, \$2.00.)



From "When Love Laughs." (Herrick & Co.)

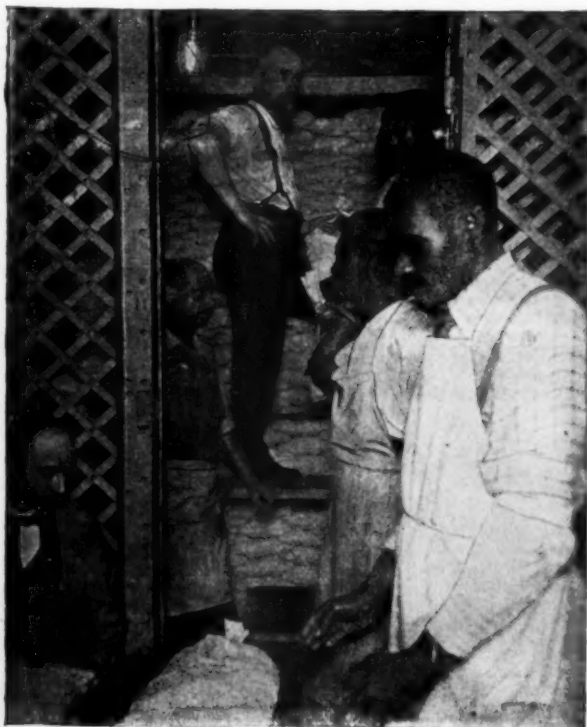
The latest volume issued in the Story of the West series is "The Story of the Cowboy," by E. Hough. The title will call to the mind a picture of prairies, the unfamiliar, roving life on a ranch. A dignified presentation of the subject is made by Mr. Hough, and well sustained throughout the book by full-page illustrations. It is not a record, nor a summary of industrial results, but a living picture of a type often heroic, and always invested with an individual interest. (D. Appleton & Co., New York. Price \$1.50.)

An important addition to new editions of standard works is "The Divine Comedy and the New Life of Dante Alighieri," with notes and introduction by Prof. L. Oscar Kuhns. The most popular, and the best translation of "The Divine Comedy,"—H. F. Cary's—is used, and Rossetti's masterly translation of "The New Life." Seventeen illustrations from photographs give pictorial effect to the volume. The edition fulfills the highest standard in the scholarly treatment it has received, and its refined appearance typographically. (T. Y. Crowell & Co., New York and Boston. Price \$2.00.)

Few more handsome gift-books are to be found than the Colonial Monographs, in which are given terse, authoritative sketches of some of the most interesting, important, and decisive events that led up to the foundation of the American republic. Blanche McManus has penned and pictured in this series, "The Voyage of the Mayflower," "How the Dutch Came to Manhattan," and "The Quaker Colony." Holiday editions of all of these are issued, bound in rich and novel style, in a box. They each have eighty illustrations, and the cover designs are novel and striking. (E. R. Herrick & Co., New York. Small, 4to, \$1.75.)

Outside of fiction, the most interesting books that the hard worked press of these days turns out are those books in which prominent men write their recollections of other prominent men. These books give us almost a personal acquaintance with the people who have made their mark in literature, science, or other fields. Dean Farrar has been thrown in contact with most of the great men of his time, and his impressions of them are given in the volume entitled "Men I Have Known." He writes in a charming familiar and yet dignified style of Lord Tennyson, Robert Browning, Matthew Arnold, Prof. F. D. Maurice, Dean Stanley; of Darwin, Tyndall, Huxley and other eminent scientists; of Lowell, Whittier, Holmes, Cyrus Field, George W. Childs; of Archbishop Tait, Bishop Lightfoot, Phillips Brooks, Newman, Pusey, Canon Liddon, and Kingsley, and other eloquent divines; of the three Lyttons, Macaulay, Thackeray, Carlyle, and Thomas Hughes. He tells many capital anecdotes, quotes brilliant repartees, and shows himself in many ways a capital critic. The book is well illustrated. (T. Y. Crowell & Co., New York and Boston. 12mo., cloth, gilt top, \$1.75.)

An electrical story will prove attractive to every boy who is studying physics. "The Resolute Mr. Pansy," by John Trowbridge, describes the manner in which a teacher drew the boys of a village school and those in a rival boarding school together by a mutual interest. His scheme was to engage the students in



Specie vaults, United States Treasury, Washington, D. C.

From "Uncle Sam's Secrets." (D. Appleton & Co.)

making a dynamo to provide the streets with electric lights, and incidentally he introduced the working of the wonderful X-ray. (Roberts Brothers, Boston.)

The realities of country life come back most strongly to those who have been brought up among them. For this reason Evelyn Raymond's story of "The Little Red School-House," will find an attentive audience among the older generation who were born and bred in the country. It is a tale of the events that circle about the youth in a country school, with the scenes that the change of seasons bring about. Typical characters are the Dominie, the Deacon, the bad boy and Aunt Delight. (Roberts Brothers, Boston.)



"YOU'VE MADE A PRETTY GOOD BEGINNING," SAID NAN
(Page 217.)

From "Miss Wildfire." (Penn. Publishing Co.)

Charles M. Skinner, one who knows how to observe, and what to write about and how to write it, has produced a book with the significant title of "With Feet to the Earth." It is mainly a description of what he has seen while tramping about New England, New Jersey, and other parts of our country. The spirit in which he has met nature is well expressed by him in the following sentence: "The man who has sky in his eye has sunlight deeper in, and the green things of earth make fertile tracts in the head." Mr. Skinner is one of the most delightful of writers of light essays with nature for a background that we have, and these will certainly meet with favor. (J. B. Lippincott Co., Philadelphia. \$1.25.)

An ingenious story of the vegetables and Poppy is told in rhyme by Bertha Upton. It is highly original and amusing and will cause many a smile. The abounding fancy shown by the author in constructing the story is fully equaled by the artist, Florence K. Upton, in drawing the illustrations. It is surprising how much life and expression she has put into the vegetables in the many page and smaller illustrations. The illustrations are appropriately colored and the verses are in odd and pretty type. The paper is tinted and of fine quality and the binding elegant; the pages are oblong in shape. Altogether it is one of the finest art books of the season. (Longmans, Green & Co., New York.)

We might say with Longfellow, "Ye who love the haunts of nature, love the sunshine in the meadow" should read the volume of essays by Charles C. Abbott, entitled "The Freedom of the Fields." In a short paragraph it is impossible to give an idea of the charm of these essays. One is moved on tasting of their delight to exclaim, "May the tribe of such writers of nature increase!" Among the topics treated are an April day dream, the changeful skies, passing of the bluebird, a foretaste of autumn, Indian summer, the effects of a drouth, winter-green, windfalls, etc. Much of the matter here presented has already appeared in periodicals; it will be welcome in this more permanent shape. The book has a few photogravures of so fine a quality that we

naturally long for more. (J. B. Lippincott Co., Philadelphia. \$1.50.)

"The Prince of the Pin Elves," by Charles Lee Sleight, is a bright little story for children whose hero, Harry, has about as many adventures as a knight of chivalry. It is highly imaginative and will surely engage the interest of the little folks. The book is beautifully and appropriately illustrated by Amy M. Sacker. (L. C. Page & Co., Boston. 50 cents.)

A pleasant tale of the "Three Margarets," known as Peggy, Rita, and Margaret, is told by Laura E. Richards. They are bright, cheerful girls and they invent numerous ways to pass the time pleasantly. It is a story for girls told in a lively style that will make it popular among the young. The illustrations are by Ethelred B. Barry. (Estes and Lauriat, Boston.)

"The Rover's Quest," by Hugh St. Leger, is a story of the sea, full of life and incident, and contains enough thrilling adventure to give it spice. These are British sailors who pass through shipwrecks and sea fights, but the story of their cruises will be no less interesting to American youth. The tone of the story is good, as it is a stimulus toward all that is manly and good. There are six illustrations by J. Ayton Symington. (J. B. Lippincott Co., Philadelphia. \$1.25.)

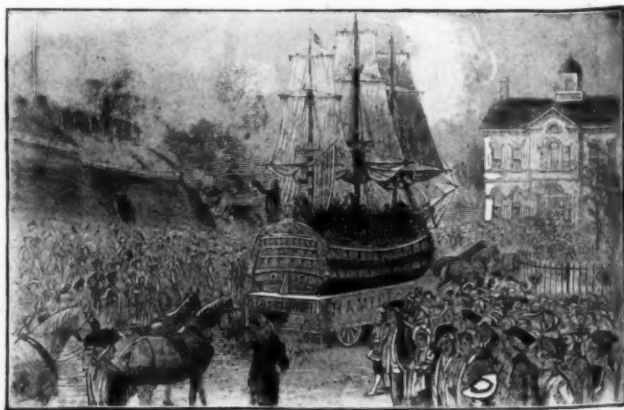
Mrs. Molesworth, the author of "Philippa" and "Olivia" has contributed another volume to juvenile fiction entitled "Meg Langholme." The volume need not be recommended to those who have read her former stories; she has the faculty of so telling a story that the interest of the reader is engaged and retained to the end. "Meg Langholme" is a story of home life, but is not without its striking incidents. Eight illustrations are contributed by W. Rainey. (J. B. Lippincott Co., Philadelphia. \$1.25.)

A wide reputation was obtained by Marshall Saunders by his novel, "Beautiful Joe" in which he told, sympathetically, the story of a dog. Miss Saunders has now in the same spirit taken up the cause of the "harmless necessary cat." She has written a story in which "King Boozy" plays an important part. "The King of the Park" is one of the many cats deserted during summer time by their heartless or careless owners. He, like others of these domestic pets, took refuge in the Back Bay Fens and became the special protegee of the noble-minded sergeant there in charge. But the real hero of the book is a little French exile whose amusingly imperialistic notions are gradually converted into soundly democratic and American ones under the influence of the sergeant and his whole-souled, lovable wife. The story inculcates some important lessons. (T. Y. Crowell & Co., New York and Boston. \$1.25.)

In the life of country folk, even if it does not contain any startling adventures, there is much material for the novelist if he presents it properly, with all its local coloring. P. Anderson Graham has laid the scene of his story, "The Red Scur" in a quiet little valley of Northumberland. The river Skelter winds its troubled course through the valley. The Red Scur takes its name from the dark brown cliffs that rise on either side of the stream. The author weaves into the story the manners, the dialect, and the simple life of the people who inhabit this region, and paints with the eye of an artist the beautiful and rugged landscape. (Longmans, Green & Co., New York.)

Some of the famous "Divine and Moral Songs" of Dr. Isaac Watts have been collected into a volume by Blanche McManus and issued under the title of "Childhood Songs of Long Ago." These songs which amused and instructed the youth of former generations are given with the embellishments, illustrations, and attractiveness of latter-day book-making. There are numerous illustrations and a pictorial cover design. E. R. Herrick & Co., New York. 4to, cloth, \$1.25.

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PARADE IN NEW YORK IN HONOUR OF THE ADOPTION OF THE CONSTITUTION, 1788.
From John Fluke's "Critical Period of American History."
(Houghton, Mifflin & Co.)

Literary Notes.

In "Manhattan Historic and Artistic," the author has given us a most attractive book on old and modern New York, which historic description is very much intensified in interest by profuse and beautiful illustrations of all points of interest to date, together with pictures of old scenes belonging to the early history of Manhattan Island. The chronological sketches from 1524 to 1897 make reference to all the principal events of interest connected with New York. This book must prove a most valuable book for all non-residents as well as residents of New York, especially so just at this time when the government of Greater New York is being inaugurated. It can be obtained postpaid on receipt of 50 cents from The Morse Company, 96 Fifth Ave., New York.

D. C. Heath & Co., Boston, have just added to their Modern Language Series "La Triade Française," which is a collection of poems of De Musset, Lamartine, and Victor Hugo, selected and edited with brief biographies in French and English notes by L. Both-Hendricksen, when Professor of French at Smith college.

Last year's book, by Charles M. Skinner, "Myths and Legends of Our Own Land," won such wide notice that curiosity is awakened by the announcement from the Lippincotts, of a new volume by him called "With Feet to the Earth." This stirring title betokens a book on tramping over field, and even the cyclist or the rider will likely find it companionable and inspiring. Nobody goes abroad with keener eyes or sharper ears, nor are the common needs of a tramp, be it even so far as the Klondike, overlooked.

The Practical Text-Book Co., of Cleveland, O., have issued a new volume on "Letter Writing." This is a practical presentation of this subject for reference or use in schools.

Those who have recently read about or seen the Atlantic Squadron at Boston or New York, will find especially interesting Col. Dodge's descriptions of naval engagements in his "Bird's-Eye View of Our Civil War." (Houghton, Mifflin & Co.) What he says of the engagements between the Monitor, "a raft with a cheese-box on it," and the Merrimac, and between the Alabama and the Kearsarge, brings to mind the wonderful progress made in naval warfare since our first ironclad, the Monitor,

steamed out of New York harbor on March 8, 1862, in quest of the Merrimac. Col. Dodge says, "The class of iron clads, of which the Monitor was the first, became the type from which grew a large fleet."

Kipling has produced a fanciful India which needs a counterpart of fact, and in "Picturesque Burma, Past and Present" (Lippincott) this need is supplied by excellent narrative and some remarkable pictures. The author, Mrs. Ernest Hart, is entirely familiar with Burma, having travelled throughout its area with keen insight and sympathy.

An understanding of the importance of the work of Cornell university in gathering and disseminating scientific agricultural information under the mandate of a law of New York state has gone abroad far and wide. British and other European journals keep their readers informed of its progress, and inquiries were received at Cornell in one week recently from the Hawaiian Islands, Tasmania, and India.

T. Y. Crowell & Co., will add to their What is Worth While Series, an address by Mrs. Alice Freeman Palmer, entitled "Why Go to College?"

"On Blue Water," by Edmondo de Amicis, with many illustrations. The success of the illustrated editions of Amicis "Constantinople," "Holland," and "Spain," each of which has run through many editions, has induced the publishers (G. P. Putnam's Sons) to issue this work. The author describes the life on an emigrant ship bound from Genoa to Buenos Ayres.

There will appear in "The Atlantic Monthly," during the coming year, poems not only by the best of our own writers of verse, but also by Mr. William Watson, the English poet. Early numbers of the magazine during 1898 will contain additional articles by Dr. T. J. J. See, the celebrated astronomer, on the "Origin of the Universe," as shown by investigations of tidal motion. Prof. Henry C. Adams, of the University of Michigan and statistician of the Inter State Commerce Commission, has gone abroad for a year to make special investigations into railroad economics and management in Europe. He will contribute to "The Atlantic Monthly" the result of his investigations. Following his delightful series of "Cheerful Yesterdays," Col. T. W. Higginson will add three more chapters relating especially to his life as a man of letters. John Muir, whose writings are classics of their kind, will contribute several articles to early numbers. The next paper (for a very early number) will be about the great government reservations. Subsequent papers will describe the Yellowstone park, the Yosemite park, and the Sequoia parks.

The Critic Co. is making an offer which should prove very attractive to lovers of literature. This is nothing less than a year's subscription for "The Critic," a year's subscription for "The Century," and "The Century Gallery of One Hundred Portraits," (being the best portraits ever

published in the magazine), at \$7.50 for the combination. This is the price to be charged for the Gallery alone, next year; but this year it is sold only in combination with the magazine. The subscription may be either new or old, and "The Critic," "The Century" and the Gallery will be sent to different addresses, delivery in the United States being free.

A table has been made of all the degrees which have been granted by Cornell university. The total is 4,304, of forty-seven distinct kinds. Only two, granted in 1886, are honorary degrees. These are LL.Ds. It is significant of the great growth of Cornell, and its greater present importance in the educational world that 3,014, or 70 per cent. of the 4,304 degrees, have been granted in the last ten years.

D. C. Heath & Co. announce two books of "Social and Business Forms," to complete the series of The Natural System of Vertical Writing-Books that they have recently issued and that have become so widely used. These books will present the most approved social forms, and many of the commonly used business forms, for the instruction of pupils in the schools.

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Primary teachers who are seeking for physical exercises adapted to little ones will hail with delight Miss Stonerod's book called "Gymnastic Stories and Plays for Primary Schools," which is the result of eight years experience as director of physical training in the public schools of Washington, D. C. The author is an exponent of play in education, and following the kindergarten idea, has made use of regular play in the physical training of older children. The publishers are D. C. Heath & Co., of Boston, who will issue it early in January.

Annie Eliot Trumbull, daughter of the late J. Hammond Trumbull, LL. D., is collecting several of her well-known stories to appear in December, through A. S. Barnes & Co., under the title, "A Christmas Accident and Other Stories."

A valuable edition of "The Great Debate between Hayne and Webster" is in preparation by Lindsay Swift, of the Boston Public Library, for the Riverside Literature Series (Houghton, Mifflin & Co.). This will be published in one volume, in linen covers, at 40 cents, and also in two parts, paper, as 121 and 122 of the Riverside Literature Series. Mr. Swift has prepared an interesting preface; an account of the great debate, showing vividly its effect upon the feelings of those who read about it or heard it; biographical sketches of Webster and Hayne; and valuable historical notes. There are also other valuable features.

The revival of interest in all that pertains to Lord Byron has brought forth from the Lippincott press a new edition of Byron in four volumes edited by Tom Moore, and with copious notes by him. This has always been a standard. Many excellent illustrations supplement the text.

Mr. Bellamy's "Equality," is likely to be read in a greater number of languages than any recent American book. One of the latest propositions received by the publishers (D. Appleton & Co.) is for a translation into Bulgarian.

A special feature of "Current Literature" December number is the interspersing of the text in the space devoted to a consideration of holiday books, with specimen illustrations from their pages. The result is a pleasing combination of aesthetic and informational values. Other seasonable features are a page of Christmas verse, and a selection entitled "Legends of the Christ-Child."

In forthcoming numbers of "Scribner's Magazine" will appear Senator Lodge's great work "The Story of the Revolution" and Captain Mahan's valuable papers "The American Navy in the Revolution." These two works on such important subjects by such eminent authorities cannot fail to prove valuable contributions to the literature of our nation.

Charles Scribner's Sons have opened a Western office of their educational department at 334 Dearborn street, Chicago, under the management of Henry M. Echlin. In establishing this new office it is their intention to provide in a better way than ever before for the accommodation of patrons in the West. The necessity of

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having such new facilities has also been caused by a rapid increase in the number of their school and college text-books, as well as by plans for publishing many important new books in this field.

The American Book Co. have just issued "The Lincoln Literary Collection," by J. P. McCaskey, editor of the "Pennsylvania School Journal." The book is intended for use in school and college, or for general readers, and is designed to cultivate a taste for good literature and the habit of committing to memory the choicest passages of prose and verse.

Enterprising French Village.

In the commune of Monceau-sur-Oise, not far from Paris, a little village of only 250 inhabitants, the streets are lighted by electricity, electric lights are found in the church, in all the houses and even in the stables, and the farm buildings in the neighborhood of the village are illuminated in the same manner. More than this, the commune possesses a large threshing machine driven by electric power and capable of threshing 900 sheaves of grain per hour, besides turnip cutters, crushers, sorters, pumps and other agricultural machinery, all set in motion by electricity. The power is derived from a waterfall, and by combining their interests the inhabitants of the commune have made science illuminate their streets and houses at night and drive their machines by day more cheaply than these things could be done by the old methods.—"American Contractor.

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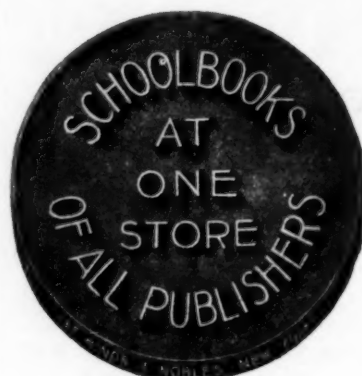
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